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ABSTRACT

Designed originally for use in junior-high-school classes, this bulletin provides an extensive file of 420 multiple-choice test questions in American history. The test items are intended to measure substantive understandings as well as such abilities as interpretation, analysis, synthesis, evaluation, and application. The initial questions were solicited from approximately 60 classroom teachers and are divided into four levels of difficulty. Arranged chronologically, the questions cover the following subject areas: European background and exploration; colonization and colonial life; the French and Indian War and the American Revolution; the Articles of Confederation and the Constitution; Federalist and Republican administrations to 1812, the Monroe Doctrine, and the Jackson Era; westward movement and sectionalism; the Civil War and Reconstruction; foreign affairs since 1865; and domestic affairs since 1865. (DE)

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Teacher-made Test Items in AMERICAN HISTORY:

Emphasis Junior High School

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Teacher-made Test Items in American History: Emphasis Junior High School

Edited by

DANA KURFMAN

High School Geography Project

Bulletin Number 40

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Foreword

This Bulletin may be regarded as a companion to our Council Bulletin No. 6 which concerned itself with American History test items for the senior high school. The test items in this Bulletin are arranged according to three categories of time. The first includes the period to 1790, the second from 1790 to 1865, and the third from 1865 to the present. The Bulletin was designed to serve three purposes for testing—to provide a basis for grading students, to diagnose student strengths and weaknesses, and to evaluate the effectiveness of instructional procedures and materials. The test items are intended to measure substantive understandings as well as such abilities as interpretation, analysis, synthesis, evaluation and application.

There are several unique features about the way in which this Bulletin was designed and developed. The initial questions were solicited from approximately 60 classroom teachers from all parts of the country. After the questions were edited and reduced to working proportions they were tested in the classrooms of these teachers. The final questions were classified into four levels of difficulty, thus making the selection of items by the teacher both flexible and adaptable to the capabilities of the pupils within a class.

Our Council is indebted to Dana Kurfman, Editor, to the Educational Testing Service for its valued assistance, and to the classroom teachers who contributed their time and talents for this distinctive contribution to the professional literature in the field of social studies.

Ralph W. Cordier, *President*
National Council for the Social Studies

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Preface

All teachers of American history work with students who have ranges of ability and achievement. This Bulletin, designed originally for use in junior high school classes, will, in addition, assist teachers in senior high school to develop tests for pupils of average and low ability. It provides an extensive file of test questions which teachers may use in preparing their unit and semester tests. As a teacher adds his own questions to those in this Bulletin, he will build a backlog suitable for use with a variety of students. Such a reserve should facilitate teacher flexibility in reorganizing the topics and altering the objectives of his American history course. With such a rich bank of test questions available, last year's tests need not discourage this year's teaching innovations.

In fact, as more sophisticated objectives are attempted and attained, more imaginative questions and evaluation techniques will be required. If this bulletin is viewed as the beginning of a compilation of questions prepared by a large number of teachers, subsequent additions will provide opportunities for teachers to expand the scope of the objectives measured. A greater emphasis on measuring the attainment of such thinking abilities as application, analysis, synthesis, and evaluation might be expected.

Used in conjunction with questions in the earlier NCSS American history test item Bulletin* several hundred items are available for test construction. An innovation in this bulletin is the provision of an estimate of difficulty for each question. Four estimated levels of difficulty are used based on the performance of a limited number

*Bulletin No. 6 (rev. ed. 1964), *Selected Test Items in American History*, by H. R. Anderson and E. F. Lindquist, revised by Harriet Stull.

of students. The point of including this information is to encourage teachers to accumulate such data on their own test questions so better tests may be developed in the future.

Many people were involved in the planning stages of this Bulletin. The request for participating teachers was made through NCSS leaders throughout the country. The idea of incorporating data on the test questions was suggested by Robert Solomon of Educational Testing Service. Several colleagues in the Test Development Division of E. T. S. assisted in editing the questions. Judith Malkiel was of especial help in this respect.

Most important, however, in providing the substance of the Bulletin by writing, reviewing, and administering the questions are the following teachers. (The schools included are those of the teachers at the time the questions were prepared.)

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Preparation of the Bulletin

From its inception, this Bulletin has been a cooperative venture. As a first step the editor asked a panel of leaders in social studies education to recommend junior high school American history teachers to help prepare a bulletin of test questions. Approximately 60 teachers agreed to work on the project. They wrote the test questions, reviewed them, and administered them to their own classes.

As might be expected under the circumstances, this was not an average group of seventh and eighth grade teachers. They came largely from the nation's urban and suburban school systems in 19 states. There were 7 from the West, 6 from the Southwest, 9 from the Middle West, 31 from the Northeast, and 8 from the Southeast. Their spirit of cooperation was exceptional.

To begin with, we asked the participating teachers to write 20 test questions measuring major learning outcomes and covering the full sweep of their American history course from the age of exploration to the present. We hoped thereby to avoid a large number of questions of a highly specific nature. In this we have been only partially successful.

We supplied the teachers with examples of questions, including some of the more complex multiple choice types, and guidelines for writing clear, unambiguous questions. We also urged them not to include true-false questions and questions which ask the student to fill in a blank. It is not clear that these examples and suggestions were of much use to the participating teachers. They submitted very few complex questions requiring analysis and interpretation. In all likelihood, most of the questions found in this Bulletin appeared originally in the teacher's own tests.

Even though there are a large number of factual questions which measure only ability to recall specific data, it should be emphasized that scholarship requires mastery of more complex intellectual skills. Therefore those questions which require the students to evaluate alternatives or analyze data before deciding the correct answer are especially valuable as models for writing additional test questions.

The next phase of the project involved a review of the questions. As a first step the editor removed some of the obvious duplications and attempted to state the questions in a consistent format. Each of the teachers received about 40 questions for his or her review. As a result of this review process, the 1300 original questions were reduced to about 600. Several reasons account for this massive reduction in our raw materials. Most important was the high degree of duplication. This suggests that many junior high school American history teachers share common objectives. A second basis for rejecting questions was their ambiguity and the consequent presence of two correct answers, or sometimes no correct answer at all. Some questions were also rejected for lack of significance. Actually, only a few questions were turned down on this ground, primarily because what is significant to one teacher is not to another.

At this point we assembled the several hundred remaining questions in trial tests. We did this in order to obtain an estimate of each question's difficulty. Since the tests were administered rather informally, the difficulty estimates provided in the Bulletin do not have the reliability that a systematic national sampling would provide. Care should be taken also because the evidence provided by the teachers about their students suggests that the students taking these tests were above-average eighth-grade students.

Before assembling the questions into pretests, it was necessary to organize them in some way. Since we envision the most common use of the questions in unit tests, we asked our panel of participating teachers to indicate the units into which their American history courses were divided. The most startling result of this informal survey was the great diversity in the way the teachers organize their courses. In short, there was no consensus on the major units which might make up a course in junior high school American history. For almost all teachers, however, some unit for each teacher ended

in 1790 and another in 1865. As a result, we decided to place each question in one of three categories. The first covered the period before 1790 and included the traditional European beginnings of American history. The second encompassed the period 1790 until 1865, and the third 1865 to the present.

Several participating teachers volunteered to administer tests containing questions covering the first period. They administered the tryout tests only after their students had studied that part of American history which ended in 1790. Likewise other teachers, and sometimes the same teachers, gave one or more trial tests after their students had progressed to the end of the Civil War. The final set of pretests was administered at the end of the course. These pretests included questions appropriate for the period since 1865 and also questions which cover the scope of American history.

As a result of these tryouts, each question was answered by students in the classes of at least 6 and as many as 10 teachers. Thus the difficulty index for each question is based on responses from 250 to 500 students.

The exact percentage of students who answered a question correctly would no doubt have varied slightly had the same question been given to a different set of classes. In order to avoid the misleading suggestion that the items are statistically accurate to a single percentage point, the items have been classified in four categories or levels of difficulty. These levels of difficulty include questions with the following range of per cent correct answers:

Level	*Per cent correct*
1	80-100
2	60-80
3	40-60
4	20-40

These levels of difficulty are only approximations for each item. Some items may well fit in the next higher or lower level when used in another teacher's class, but they do serve as indicators so that the teacher can develop a test that covers all ranges of difficulty.

The total number of questions involved precluded the calculation of a discrimination index for each question. Such an index

helps to identify questions which are expressed ambiguously.* It is based on the assumption that more of the top performers on the whole test should get a question right than the bottom performers on the test. For example, if 80 per cent of the top quarter of the students on the test get a question right and only 30 per cent of the bottom quarter get it right, the question is said to discriminate well. Questions where the reverse is the case are likely to be unclear, incorrect, or irrelevant to what has been taught. Because the process of computing an index for each question would have been too time-consuming, a sample of about one hundred questions was selected for analysis. If the results of this sample analysis are any indication, more than 95 per cent of the questions in the Bulletin are likely to have a satisfactory discriminating index.

The questions as they are organized in this Bulletin fall into the three major headings described above. To facilitate teachers' use of the Bulletin each of these headings is in turn subdivided according to the following topical headings. When a question requires knowledge from more than one period, the question has been placed in the later rather than the earlier period. The numeral following each indicates the number of questions included for that topic.

A. European Backgrounds and Exploration—29
B. Colonization and Colonial Life—45
C. The French and Indian War and the American Revolution—44
D. The Articles of Confederation and the Constitution—44
E. Federalist and Republican Administrations to 1812—28
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G. Westward Movement and Sectionalism—54
H. Civil War and Reconstruction—34
I. Foreign Affairs Since 1865—42
J. Domestic Affairs Since 1865—72

* A clear, brief description of how to perform an item analysis is provided in "Short-Cut Statistics for Teacher-Made Tests," Evaluation and Advisory Service Series No. 5, Educational Testing Service, Princeton, New Jersey.

Using the Bulletin to Prepare Classroom Tests

The Need for Tests of Average Difficulty

The teacher of American history may have several testing purposes in mind when using this Bulletin. Probably the most common purpose is to provide a basis for grading students. A second purpose is the diagnosis of student strengths and weaknesses. Finally, tests may be used to evaluate the effectiveness of instructional procedures and materials. Whichever purpose is primary, it is important to prepare a test so that the average student is able to answer between one-half and two-thirds of the questions. This is the reason for including in the Bulletin an estimate of the difficulty of each question.

Tests of average difficulty are not the rule however. Most teachers seem to want their tests just difficult enough so that the average score is 80 to 85 per cent. This probably reflects a desire to assign grades, with 70 to 75 percent meaning D, 75 to 85 per cent C, 85 to 95 per cent B, and 95 to 100 per cent A. Many teachers, students, and parents incorrectly assume that a C, for example, indicates 75 to 85 per cent mastery of the subject and an A 95 to 100 per cent mastery of the subject.

The association of grades and test scores with varying degrees of subject mastery appears to be a throwback to very clearcut, simplistic educational objectives, such as the correct spelling of a designated list of words, or the correct performance of multiplication tables, or the correct identification of states with their capitals. When an attempt is made to teach more complex understandings or abilities in the classroom, it becomes much more difficult to pin down what constitutes mastery. In fact, we would seldom claim that we ourselves, let alone our students, had mastery, that is, complete under-

standing, of the westward movement or the implications of the Civil War. If teachers wish to teach the dates of a specified list of events, then it is possible to speak of mastering this list. However, since student *understanding* of major events and developments is probably the major stated objective of American history teachers, the goal of mastery, or complete understanding, is simply not attainable.

If grades can be identified with bands on a continuum of understanding, rather than with percentages of some ideal and nonexistent mastery, then it is possible to proceed more effectively to prepare tests which place students along this continuum. With such tests it is possible to identify much more clearly the great span of achievement that is represented by a large heterogeneous group of students. Instead of developing tests which force most students into the 70 to 100 per cent range, it is possible to build tests which spread students out from near zero to near 100 per cent. Instead of feeling compelled to prepare tests with an average score of 85 per cent or so, tests having an average score of 50 to 70 per cent can be envisioned.

With such tests grading will be easier because teachers will seldom face the problem of large numbers of students assembled at each point on the scale from 70 to 100 per cent. A much wider range of scores is, of course, probable on a scale that goes from perhaps 20 to 100 per cent. Then the teacher can identify the clusters of scores and have more confidence than he presently does that a student belongs with the C or B group on that test. The critical dividing point between students given a B rather than a C grade, for example, can be decided without affecting any large number of students. Tests of average difficulty thereby make the grading process more flexible, and fairer for students as well. Later, if school policy requires, letter grades A, B, C, D, and F can be translated into the more confining 70 to 100 per cent scale.

Besides making grading more fair to students and easier on the teacher, tests of average difficulty permit a better use of test results for diagnostic purposes. When many students obtain between 90 and 100 per cent on a test, little can be said about their specific strengths and weaknesses. Only when questions are included to which students do not respond correctly can it be said that a weakness in understanding or skill may have been identified. Conversely,

when most students score below 40 per cent on a test, it is difficult to identify the points that need improvement. Thus, when a test is either very easy or very difficult for a group, it will be of little use as a means of diagnosing strengths and weaknesses. This is so for individual students and also for a classroom of students.

Admittedly, we think of using a test for diagnosis most often in terms of individual students. Yet for teachers who have 140 to 180 students in a traditionally organized classroom, there is often too little time for individualized instruction. However, learning about the strengths and weaknesses of each class is a practical but neglected possibility. By analyzing the test results the teacher can identify what needs to be taught or re-taught, whether this be causes of the American Revolution, the relative self-sufficiency of the frontier family, or the ability to obtain information from maps. By identifying the questions relevant to each of the several major ideas or skills being measured in a test, it is easy to obtain subscores for the class and thereby identify areas of inadequate performance.

Th[illegible] example, four questions on a test might deal with causes of the [illegible]rican Revolution, five others with the self-sufficient character of frontier families, and six with map reading. Each set of questions can be considered a small test and class performance on each test can be roughly compared. An 80 per cent on the American Revolution question would be considered good compared to a 40 per cent on the frontier and 30 per cent on the map interpretation questions. Such results would suggest that additional attention be given to frontier self-sufficiency and map work.

Closely related to the diagnostic use of test results is their use in evaluating the effectiveness of instruction. A teacher with two or more classes, each having comparable students, might like to try some informal experiments comparing one method of teaching or subject organization with another. If different results are obtained these will show up in average class test scores. In this case, too, the test of average difficulty will be more effective than the test which is too easy or too difficult, simply because differences between the groups will be more easily identifiable. An 80-point range will reveal differences more readily than a 30-point range.

Thus, whether the purpose of a test is to help assign grades,

diagnose student weaknesses, or provide a standard to evaluate different instructional procedures, a test of average difficulty is more effective than the traditional test which spreads students out on a scale between 60 and 100 per cent. For this reason we have provided difficulty estimates with the questions in this Bulletin. To the extent that these difficulty estimates hold true for the students of any given teacher, they can be used with confidence in putting together tests of whatever difficulty level the teacher wishes. A teacher will be able to modify the difficulty estimates provided in this Bulletin as he gains experience with the questions from administering them to his own students.

Planning and Assembling a Test

Planning a test involves several considerations. Foremost is the need to include all the objectives considered important to assess. Second is the need to provide a balanced coverage of these objectives. Finally, questions should be chosen to achieve an appropriate difficulty level and in numbers suitable for the time allowed for the test.

Ideally, questions should be selected only after a careful statement of objectives. In fact, most teachers carry their objectives in their heads and seldom put them on paper, especially their specific objectives of the sort, "What am I trying to get across to my students today? What is it I would like them to learn?" Given numerous questions to choose from, as is the case with this Bulletin, such implicit teacher objectives can and do function as selectors.

However, a planned test requires some identification of major objectives. If the development of a final examination is used for illustration, major course objectives of American history teachers might include the following:

A. Describing the role of individuals in shaping events, i.e., how individuals have made a difference in American history
B. Explaining the development of ideas and institutions underlying American government
C. Identifying major events in American history with their geographic location

D. Analyzing the factors which have influenced the mobility of Americans
E. Explaining the role of resources and technology in shaping the American economy

Such a list as this helps assure selection of questions which exemplify most of a teacher's cognitive objectives. It helps the teacher avoid missing the measurement of important outcomes.

It is not enough, however, to list objectives in terms of major areas of understanding. Most teachers have an ability dimension to their objectives. Thus, questions that require such abilities as interpretation, application, analysis, synthesis, and evaluation should be included when possible.*

Unless care is taken it is possible to select questions which cover the range of one's objectives but not the full chronological scope of the course. Thus a listing of chronological periods may be helpful, such as:

1. The Age of Exploration
2. The Colonial Period
3. The Revolution to 1815
4. 1815 to 1865
5. 1865 to 1900
6. 1900 to Present

After identifying all major objectives and chronological periods, appropriate percentages should be assigned to each. (It should, however, be emphasized that there are other, and perhaps more effective, ways of organizing a history course than only on a chronological basis.) The bases for such determinations depend on the teacher's interpretation of the relative significance of each objective and each chronological period. Usually such percentages correspond roughly to the relative amount of class time devoted to each objective and chronological period. Allocations such as those made in the following grid might be appropriate. Thus, in a 100-question test, four questions would be included dealing with the role of individuals in the period of exploration.

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* Especially helpful in this regard is the *Taxonomy of Educational Objectives*, Benjamin S. Bloom, editor. New York: Longmans, Green and Co., 1956.

AMERICAN HISTORY TEST SPECIFICATIONS		*Objectives**					
		Role of Individuals	Government Ideas and Institutions	Locations	Population Mobility	Resources Technology and the Economy	
Chronological Periods		A	B	C	D	E	*Total*
Exploration	1.	4	2	3	0	1	10%
Colonial	2.	1	6	2	4	2	15%
1763-1815	3.	5	10	1	2	2	20%
1816-1865	4.	5	5	1	5	4	20%
1866-1900	5.	1	1	2	3	8	15%
1900-present	6.	4	6	1	1	8	20%
Total		20%	30%	10%	15%	25%	100%

A final consideration in building a test is the number of questions to put in it and the difficulty of the questions. If a test of average difficulty is intended, then questions are chosen so that, on balance, the mean difficulty is somewhere between 50 per cent and 70 per cent. Thus a few questions might be answerable by 20 per cent of the students and a few by 90 per cent, but most would be chosen in the intermediate ranges of difficulty.

The number of questions selected for a test depends upon the time available and the amount of time students are expected to need for each question. For the types of questions in this Bulletin students will need 30 to 60 seconds each, depending upon their reading speed. For most classes 60 questions in a 40-minute class period is a feasible number. When less than 60 questions are used the test's reliability is likely to decline below a desirable level; that is, question sampling is probably inadequate and there is less assurance that a student's score represents his actual capabilities.

With objectives, chronological periods, and question difficulty in

* No place is provided on the grid for the abilities dimension of objectives because questions measuring higher mental processes are sufficiently difficult to develop that teachers are advised to include as many as become available. The questions still needed to fill any cell of the grid can be drawn from the numerous recall questions usually on hand.

mind, a teacher can expect to assemble a reasonably balanced test from the questions in this Bulletin. But additional questions will be needed to measure each teacher's unique objectives.

Writing Additional Questions

There is no doubt that the several hundred questions in this Bulletin and in Bulletin 6 will not meet all the testing needs of American history teachers. Each teacher will feel compelled to add questions to those presented here. These can be used to increase the pool of questions available for future tests. Teachers need little help in writing questions about specific historical information, for example, questions associating men, events, and dates. The greatest need is for questions measuring broader educational objectives, i.e., in most cases, for questions which require students to demonstrate their understanding of relationships by using such processes as application, analysis, and synthesis.

When we talk about a student understanding something, it is generally some sort of relationship we have in mind and not a bit of discrete information. Examples are the relationship of tariff rates to industrial development; or the relationship of tariffs to interstate trade; or the relationship of tariffs to one economic group's prosperity and another's depression. On the other hand, it is almost an inappropriate use of "understanding" to say that students understand that the tariff was increased in 1816. Only when an event is related to something else is it given significance; students who can recognize or describe such significance demonstrate their understanding.

Thus, the first requirement of questions measuring understanding is that they ask students to analyze and apply relationships. It is not enough, however, simply to relate the Declaration of Independence, for example, to the year 1776. The relationship of event to date is an example of the lowest level of historical knowledge, a bit of information to which the word "understanding" would not usually be applied. However, questions asking students to analyze the meaning of equality in the Declaration, or the relation of the Declaration to public opinion, or the development of political democracy may

indeed measure understanding. This aspect of question writing calls for a sense of what is significant.

The second requirement of questions measuring understanding is that they be stated in contexts different from those in which they were taught. We would have some doubt about a student's understanding of a concept if he were only able to identify the example or illustration used in class. Thus, success in answering a test question using this same example would not be taken as evidence of true understanding but only of rote learning. Likewise, if a teacher drills students on three major causes of the Civil War and then simply asks for the three causes of that war, the students' answer to that question probably demonstrates a quality of memorization, rather than understanding. Thus, to provide some assurance of student understanding, questions should ask about a concept or relationship in a manner different from that in which it was approached in the learning situation. It is this aspect of question writing that calls for creativity. Since most teachers have enough trouble thinking up a good approach to teaching an idea or relationship, another approach to use in a test question often is not forthcoming. This is where other teachers' questions can provide the new approach which permits students to demonstrate their understanding rather than their ability to memorize on command. This Bulletin is an effort to share questions. We hope that teachers will be encouraged to share the ones they write with their fellow teachers.

This emphasis on questions which allow students to demonstrate their understanding of American history should not preclude consideration of other requirements for good test questions. Foremost of these is the need for a single correct answer to each question. This requirement becomes more difficult to satisfy as one's approach to knowledge becomes more creative. The new and creative context may be so different from the teacher's original presentation that the student is unable to apply his understanding of the concept or relationship. In such cases the result sometimes is a question with two reasonably correct responses, or sometimes no correct response at all. The surest protection here is the review of one's questions by his colleagues. It should be noted that the need for a single correct response does not exclude questions with more than one answer. It

means merely that the question should be formulated in a way that permits the student to select combinations of two or more options in one answer choice. Examples of this type of question are included in the Bulletin.

Probably the only remaining requirement for good questions is the avoidance of irrelevant clues. Relevant clues are those the writer wants to include to distinguish among students who have varying degrees of understanding. Irrelevant clues, however, are those which improve the likelihood that students with little understanding of the idea being measured will get the question right. Common examples are the excessively lengthy correct option, or the options which simply cannot be right because of grammatical incompatability with the stem.

The kinds of questions which are needed to supplement those in this Bulletin should meet several standards of excellence. The first is significance, achieved by measuring understanding of concepts and relationships rather than discrete information. Second is creativity, achieved by formulating questions in a context somewhat different from that in which the students learned the concept or relationship. Third is correctness. And the fourth is avoidance of irrelevant clues.

Test Items in American History

A Level of Difficulty *scale appears for each question in this Bulletin. For an explanation of how to make use of this scale in preparing a test, see pages 3 through 10. The scale ranges from 1 through 4, with 1 the least difficult and 4 the most difficult.*

NOTE: *The correct answer to the test question is the letter in parenthesis preceding the question.*

A. European Backgrounds and Exploration

Level of Difficulty

2 1. *(A)* Which of the following events happened first?
(A) Marco Polo's journey
(B) Discovery of an all-water route to India
(C) Beginning of printing in Europe
(D) Columbus' discovery of America

2 2. *(C)* Who was the author of a book that gave Columbus ideas about reaching the Far East?
(A) King Ferdinand
(B) Kubla Khan
(C) Marco Polo
(D) Prince Henry

3. *(D)* Which of the following resulted from the defeat of the Spanish Armada?
(A) England gained all of Spain's colonies
(B) France became the mistress of the seas
(C) Spanish nobles were given more land in the New World
(D) England and France were free to make settlements in the New World

4 4. *(B)* All of the following contributed to the discovery of America *except* the:
(A) Crusades
(B) Demand for more land
(C) Need for more direct trade routes
(D) Compass

3 5. *(D)* Which of the following inventions was of *least* importance in the discovery of new lands?
(A) Astrolabe
(B) Compass
(C) Printing press
(D) Barometer

1 6. *(C)* After the Crusades in Europe, which of the following topics of conversation between two nobles serves to illustrate the forces which led to the discovery of America?
(A) How to construct better and stronger castles
(B) Some new means of strengthening the feudal system
(C) The difficulty in obtaining spices to make the food more tasty
(D) The difficulty of getting a full day's labor from the serfs

1 7. *(C)* A compass can tell a navigator his:
(A) Location
(B) Speed
(C) Direction
(D) Latitude

3 8. *(C)* "He found a way to some worthless islands in the Atlantic, but I found a way to the riches of the East."
This statement might well have been made by:
(A) A Viking about 1000 A.D.
(B) An Italian about 1300 A.D.
(C) A Portuguese about 1500 A.D.
(D) A Spaniard about 1600 A.D.

3 9. *(C)* The English were encouraged to colonize in the New World by the:
(A) Pope
(B) King of Spain
(C) Defeat of the Spanish Armada
(D) Defeat of the French at Quebec

2 10. *(C)* "Gold, Glory, and God" is the motto which best characterizes the goals and accomplishments of the explorations of the:
(A) Portuguese
(B) English
(C) Spanish
(D) French

2 11. *(A)* Magellan's expedition was important primarily because it:
(A) Revealed the true size of the earth
(B) Strengthened the position of France as a world power
(C) Opened a direct route to the New World
(D) Gave Portugal control of the Philippine Islands

3 12. *(D)* Magellan can be credited with helping to prove all of the following *except:*
(A) The world was round
(B) America was a new continent
(C) Asia was thousands of miles west of Europe
(D) The shortest route to India was around South America

3 13. *(B)* What was the significance of Magellan's voyage?
(A) It gave Spain a claim to all of Asia
(B) It showed that a new world and vast oceans separated Europe from Asia
(C) It gave Portugal a monopoly of trade between Europe and India
(D) It put an end to the search for a short cut to Asia through the New World

2 14. *(C)* All of the following explored North America under the Spanish flag *except:*

(A) Ponce de Leon
(B) Hernando De Soto
(C) Robert de la Salle
(D) Hernando Cortes

3 15. *(A)* In the fifteenth century, which traders held a virtual monopoly of Far Eastern trade?

(A) Italian
(B) French
(C) English
(D) German

1 16. *(B)* The Spanish came to the New World primarily to:

(A) Build homes
(B) Search for riches
(C) Trap beaver
(D) Conquer the Aztecs

Match the quotations in *questions 17-19* with the following four choices:

(A) Jacques Cartier
(B) Francisco Coronado
(C) Ferdinand Magellan
(D) Father Marquette and Louis Joliet

2 17. *(D)* "Here we are on this renowned river which rises in various lakes in the country to the north. It is narrow at the place where the Wisconsin River empties into it. Its current, which flows southward, is slow and gentle."

1 18. *(C)* "We entered into the Pacific sea, where we remained three months and twenty days without taking in provisions, and we ate only old biscuits reduced to powder and full of grubs and drank water that was yellow and stinking."

2 19. *(B)* "After nine days' march we reached some plains, so vast that we did not find their limit anywhere. We found such a quantity of buffaloes that it was impossible to number them. After seventeen days' march, we came to a settlement of Indians. They have little field tents made of hides in which they live while they travel around."

2 20. *(A)* Which explorers gave England a claim to North America?
(A) Cabot and Hudson
(B) LaSalle and Joliet
(C) DeSoto and Cortez
(D) Hudson and Champlain

2 21. *(C)* All of the following statements about the exploration of the New World are correct *except:*
(A) Spanish explorers were primarily interested in getting mineral wealth from the lands they claimed
(B) Many explorers were interested in finding a new route to the Far East
(C) England was more active than other countries in exploring the New World
(D) The French explored and claimed the interior of the North American continent

3 22. *(C)* If the following events were listed in chronological order, which would be *third?*
(A) The first Crusade is preached
(B) Venice and Genoa establish a trade monopoly with the East
(C) Prince Henry establishes a school for navigators
(D) The Spanish Armada is defeated

3 23. *(C)* Columbus did all of the following *except:*
(A) Cross the Atlantic in 1492
(B) Get help from Spain
(C) See the mainland of North America
(D) Reach islands in the Caribbean Sea

2 24. *(B)* Which of the following was achieved by Pizarro?
(A) Conquest of Mexico
(B) Conquest of Peru
(C) Discovery of the Pacific Ocean
(D) Exploration of California

2 25. *(C)* The period 1519-22 is noted for:
(A) Marco Polo's travels in the Far East
(B) The Crusades
(C) Magellan's voyage around the world
(D) The conquest of Peru by the Spaniards

2 26. *(C)* Who led the first Spanish expedition which was successful in finding great wealth in the New World?
(A) Columbus
(B) Balboa
(C) Cortes
(D) Coronado

1 27. *(C)* The Dutch territorial claims in North America were based on the exploration of:
(A) John Cabot
(B) Verrazano
(C) Henry Hudson
(D) Humphrey Gilbert

1 28. *(B)* Which country other than Spain received claim to land in the New World by the Line of Demarcation?
(A) England
(B) Portugal
(C) France
(D) The Netherlands

2 29. *(C)* The Line of Demarcation divided the New World between:
(A) England and Spain
(B) England and France
(C) Spain and Portugal
(D) Portugal and France

B. Colonization and Colonial Life

Level of Difficulty

1 30. *(C)* The Pilgrims came to America to:
(A) Trade with the Indians
(B) Find a new route to the Indies
(C) Find freedom of religion
(D) Escape from the Dutch

2 31. *(C)* The leading motive of the English in planting new colonies was to:
(A) Allow persons religious freedom
(B) Reduce the problem of overpopulation
(C) Make a profit by trade
(D) Permit people to leave their debts and start anew

1 32. *(C)* Most British colonies were originally established as:
(A) Religious ventures
(B) Defenses against other nations
(C) Business undertakings
(D) Havens from unjust laws

1 33. *(C)* King Charles II seized New Netherland primarily because:
(A) It was rightfully his by an earlier agreement
(B) It was settled by a majority of Englishmen already
(C) The Dutch split the English colonies into two parts
(D) New Amsterdam had a good harbor

1 34. *(C)* Roger Williams left Massachusetts and established Rhode Island primarily because of his:
(A) Hatred of the Puritans
(B) Dislike of certain public officials
(C) Beliefs about separation of church and state
(D) Interest in nature and animals

3 35. *(A)* William Penn founded the "holy experiment" in order to:
(A) Provide a retreat for persons persecuted because of their religion
(B) Satisfy a debt owed to his father by the King of England
(C) Provide a shelter for the Indians who were being abused
(D) Spread the teachings of the Society of Friends to other colonies

2 36. *(D)* Which of the following rights had *not* been achieved in England by the time the early English colonists came to America?
(A) Trial by jury
(B) The right of petition
(C) Representative government
(D) Freedom of worship

2 37. *(A)* Georgia became a colony under Oglethorpe primarily:
(A) To serve as a refuge for debtors and religious separatists
(B) To rid England of many hardened criminals in crowded jails
(C) To supply peaches and other fruit for the British
(D) As a buffer against French colonies

3 38. *(A)* Early American settlers often landed where there was a bay because:
(A) There they would be protected from storms and raiders
(B) They needed deep harbors for their ships
(C) The fishing was better there
(D) Enemy ships would be unlikely to see them

3 39. *(A)* The policy which attempted to make a country self-sufficient was called:
(A) Mercantilism

(B) Isolationism
(C) Salutary neglect
(D) Feudalism

2 40. *(B)* What European country had the most influence on Brazil?
(A) Spain
(B) Portugal
(C) England
(D) France

1 41. *(C)* Which of the following was *not* one of the original colonies?
(A) Virginia
(B) Georgia
(C) Maine
(D) South Carolina

3 42. *(C)* The Jamestown colony found that community ownership of land and products resulted in:
(A) Prosperity for all the colonists
(B) Large profits for the stockholders and the king
(C) An unwillingness of some men to work
(D) The importation of Negro slaves

4 43. *(D)* By 1700, the European country claiming the largest area of New World lands was:
(A) England
(B) France
(C) Portugal
(D) Spain

4 44. *(D)* The English completed their control over the entire Atlantic coast from Maine to Georgia by their action against the:
(A) French
(B) Spanish
(C) Russians
(D) Dutch

3 45. *(C)* Compared with the French empire in America, the British empire had more:
(A) Centralized government controls
(B) Territory
(C) Population
(D) Friendly relations with the Indians

2 46. *(A)* Spanish colonies in America were established:
(A) Long before the English began to colonize there.
(B) At about the same time as the English colonies
(C) Long after the English colonies were established
(D) Long after New France was established

3 47. *(C)* Which group did the most to destroy the Indians' way of life?
(A) The French
(B) The Spanish
(C) The English
(D) The Dutch

3 48. *(B)* The Iroquois Indians resisted friendship with the French primarily because:
(A) The French wanted to convert the Indians to Christianity
(B) They were rivals in fur trading around the Great Lakes
(C) Both wanted the same farming and grazing lands
(D) The French did not mingle freely with the Indians

1 49. *(B)* What was the Mayflower Compact?
(A) The charter given the Pilgrims by James I
(B) An agreement to live according to laws passed by the Pilgrims themselves
(C) An arrangement which gave the proprietors half of the crops raised in Plymouth
(D) A treaty between Plymouth and the French in Quebec

1 50. *(C)* American Indians who fought the Europeans generally did so because the Europeans:
(A) Married Indian women
(B) Brought new ideas about religion
(C) Occupied their hunting grounds
(D) Bought their furs for a low price

2 51. *(B)* The Indians generally preferred the French to the English because the:
(A) English were unwilling to trade with them
(B) English pushed the Indians from their lands
(C) French were better fighters
(D) French bought their furs

3 52. *(C)* During the colonial period, the men with the most formal education were:
(A) Doctors
(B) Teachers
(C) Clergymen
(D) Businessmen

2 53. *(C)* By 1750 how were the governors in most of the English colonies chosen?
(A) Elected by the colonists
(B) Appointed by proprietors
(C) Appointed by the king
(D) Appointed by trading companies

1 54. *(A)* Which of the following in part helps to explain why large-scale farming was more important in the South than in New England?
(A) Land in the South was more level and fertile
(B) Rainfall was inadequate in New England
(C) The Pilgrims and Puritans had no interest in farming
(D) New England laws forbade the importation of slaves

2 55. *(D)* Which of the following geographic features had the *least* influence in how people made a living in the English colonies?
(A) Climate
(B) Soil
(C) Rivers and harbors
(D) Mineral deposits

4 56. *(C)* Roger Bacon's rebellion was in response to:
(A) A tax imposed on whiskey produced by the frontiersmen
(B) The refusal of the British government to permit further expansion westward
(C) The indifference of the legislature to the Indian problem
(D) Trade restrictions imposed by the eastern controlled legislature

3 57. *(B)* Seventeenth century government in Massachusetts can be best described as a government:
(A) Based on a widespread right to vote
(B) In which only Puritans could take part
(C) Separated from the influence of any one church
(D) Ruled by one man

3 58. *(A)* Which of the following statements most accurately describes government in the thirteen colonies?
(A) Most local problems were handled by the colonists
(B) The colonies were entirely governed by the colonists
(C) Parliament made the laws but the colonists were directly represented in Parliament
(D) The colonists had no experience in self-government

2 59. *(C)* The colony which was the first to develop a public school system was:
(A) New York
(B) Pennsylvania
(C) Massachusetts
(D) Maryland

2 60. *(D)* Which of the following nations made the *least* contribution to North American life?
(A) Spain
(B) England
(C) France
(D) Portugal

2 61. *(D)* In contrast to French and Spanish colonists, English settlers in North America had:
(A) Better opportunities for fur trading
(B) Large quantities of gold available
(C) Friendly relations with Indian
(D) A chance to participate in local government

3 62. *(D)* During the seventeenth century, the most important type of labor provided in the English colonies was that of:
(A) Indians who earned wages
(B) Negro slaves
(C) European wage earners
(D) Indentured servants

3 63. *(C)* At the end of the colonial period (1775) which colony had complete separation of church and state?
(A) Georgia
(B) Massachusetts
(C) Rhode Island
(D) South Carolina

4 64. *(B)* One weapon the colonial legislatures used to control the colonial governors was their:
(A) Power to elect the governor
(B) Control of the colony's money
(C) Power to remove royal officials
(D) Right to choose the governor's advisors

1 65. *(D)* The first representative legislature to meet in America was the:
(A) New England town meeting
(B) New England Confederation
(C) Albany Conference
(D) Virginia House of Burgesses

2 66. *(D)* Which would you *least* expect to find in New England in the year 1700?
(A) Town meetings and democracy in local affairs
(B) Pious, church-going people
(C) Wealthy shippers, making their fortunes in the slave trade
(D) Pleasure-loving aristocrats

3 67. *(C)* Which of the following is one reason the English colonies developed a feeling of independence during the 1600's?
(A) Parliament wished the colonies to practice democracy
(B) The French protected the English colonies from royal intervention
(C) England was preoccupied with her own problems at home
(D) The colonial charters granted complete freedom

3 68. *(A)* Which of the following was the earliest attempt to achieve a union of the English settlements of America?
(A) Albany Plan
(B) First Continental Congress
(C) Articles of Confederation
(D) Stamp Act Congress

1 69. *(A)* Which of the following was a result of John Peter Zenger's trial?
(A) Newspapers won freedom to criticize the government
(B) Religious freedom was recognized
(C) All citizens were guaranteed the right to a free public education
(D) Men were given the right to vote

2 70. *(C)* Most of the English colonists made their living as:
(A) Sailors
(B) Merchants
(C) Farmers
(D) Trappers

2 71. *(C)* Which of the following was *not* an important way of earning a living in colonial New England?
(A) Commerce
(B) Fishing
(C) Growing tobacco
(D) Building ships

1 72. *(A)* Which of the following served as a barrier to westward settlement for over one hundred years?
(A) The Appalachian Mountains
(B) The coastal plains
(C) Swift rivers and streams
(D) The Piedmont plateau

3 73. *(D)* Which of the following indicates a major reason for the failure of the French as colonists when compared with the English?
(A) The unfavorable climate
(B) The unfriendly Indians
(C) The aristocratic nature of the colonists
(D) The lack of interest in farming

2 74. *(D)* The Puritans believed that every child should be taught to read in order that he might:
(A) Be well-informed
(B) Be ready for employment
(C) Read for pleasure
(D) Study the Bible

C. The French and Indian War and the American Revolution

Level of Difficulty

2 75. *(C)* Which of the following was a British advantage in their American wars with the French?
(A) They controlled more land
(B) They had a smaller population
(C) They had the support of the British navy
(D) The fighting was almost entirely on British soil

2 76. *(C)* The Battle of Quebec was important because it:
(A) Established French supremacy over the Indians
(B) Marked the start of the French and Indian War
(C) Was decisive in ending French power in North America
(D) Opened up western territory to new settlers

2 77. *(C)* All of the following statements about the French and Indian War are correct *except:*
(A) A cause of the war was a dispute over control of the Ohio River Valley
(B) When the war was over, England was in control of Canada
(C) It forced the colonists to unite in a loose federation
(D) It was a part of a much larger conflict between England and France

1 78. *(B)* The French and Indian war resulted in:
(A) Victory for the Indians
(B) Control of Canada by the British
(C) No loss of territory by either side
(D) Victory for France over Britain

2 79. *(C)* Following the French and Indian War, the British colonies in North America were bordered on both the West and South by the territory of:
(A) France
(B) Russia
(C) Spain
(D) Portugal

1 80. *(B)* After the French and Indian War, the colonists wanted to:
(A) Receive more protection from England against the French and Indians
(B) Move west into the Ohio Valley and Mississippi Valley

(C) Help England pay the cost of the war
(D) Have less union among the colonies and a closer tie with England

1 81. *(B)* In the seventeenth and eighteenth centuries, England's attitude toward the colonies was that:
(A) Colonial manufacturing should be encouraged
(B) They existed for the benefit of England
(C) Trade between the colonies and other countries should be increased
(D) They existed for the benefit of the people who lived in them

2 82. *(D)* The English government felt justified in taxing the colonies because of large sums of money which had been spent to:
(A) Transport the colonists to the new world
(B) Develop agriculture and industry in the colonies
(C) Set up religious and educational institutions in the colonies
(D) Maintain an army to protect the colonists

3 83. *(B)* All taxes imposed on the colonists were eventually abolished by England except the tax on tea because:
(A) Tea was the most important import for the colonies
(B) This would maintain Parliament's right to levy taxes
(C) The colonists were willing to pay this tax if the others were abolished
(D) This would give the colonists a source of income

3 84. *(B)* When the colonists complained of "taxation without representation," they were referring to representation in the:
(A) Colonial assemblies
(B) British Parliament
(C) First Continental Congress
(D) New England Confederation

1 85. *(D)* Which of the following was *not* a cause of the American Revolution?
(A) Economic rivalry and political conflicts between the colonists and the British
(B) British view of the colonies mainly as a source of raw materials and a market for manufactured goods
(C) British restrictions on American manufacturing and trade
(D) British desire to expand the colonies beyond the Appalachian mountains

2 86. *(D)* The most effective protest carried out by the American colonists against the Stamp Act was the:
(A) Series of petitions sent to England by the Stamp Act Congress
(B) Organization of the Second Continental Congress
(C) Use of force against English officials in the colonies
(D) Boycott of English goods

3 87. *(C)* "Our newspapers are the products of our own labor, written and published in the colonies to provide news and opinions to our own people. We deny the right of Parliament to tax them."
The author of the above editorial was expressing opposition to the:
(A) Intolerable Acts
(B) Navigation Acts
(C) Stamp Act
(D) Townshend Acts

1 88. *(C)* A refusal to buy goods from a certain source is called a:
(A) Resolution
(B) Proclamation
(C) Boycott
(D) Strike

2 89. *(C)* Committees of Correspondence were organized to:
(A) Declare America independent of England

(B) Provide for the quartering of British soldiers
(C) Unify the colonists' protest against England
(D) Tax colonists to pay for the war with England

2 90. *(A)* "He helped fan the flames of the revolution in the colonies, played a large part in the Boston Tea Party, and helped set up the committees of correspondence."
The quotation above describes:
(A) Samuel Adams
(B) John Adams
(C) Patrick Henry
(D) Thomas Paine

2 91. *(B)* The Intolerable Acts were passed in part to punish:
(A) Colonial manufacturers for producing hardware
(B) The people of Boston for the Boston Tea Party
(C) Virginians for their resistance to the Stamp Act
(D) New Englanders for their lack of support during the French and Indian War

1 92. *(C)* A general warrant granting the right to search for smuggled goods was called:
(A) An ex post facto law
(B) A writ of habeas corpus
(C) A writ of assistance
(D) A bill of attainder

2 93. *(D)* Thomas Paine in his pamphlet, "Common Sense," urged the colonists to:
(A) Join with the French in Canada
(B) Be thankful for living in a British colony
(C) Stop paying taxes to the British
(D) Break away from Great Britain

1 94. *(C)* All of the following ideas were expressed in the Declaration of Independence *except:*
(A) All people are basically free and equal
(B) People should have the right to choose their own type of government

(C) The King of England has been just but poorly advised
(D) When a government no longer serves their needs, people have a right to get rid of it

3 95. *(A)* If the following were arranged in chronological order, the *third* event would be the:
(A) Boston Tea Party
(B) Declaration of Independence
(C) Boston Massacre
(D) End of the French and Indian War

2 96 *(A)* Which of the following battles of the Revolutionary War had already been fought by the time the Declaration of Independence was adopted?
(A) Bunker Hill
(B) Germantown
(C) Saratoga
(D) Yorktown

2 97. *(C)* Washington's troops suffered at Valley Forge because:
(A) Pennsylvania could not produce enough food
(B) The British had captured their supplies
(C) Congress could not raise money enough for supplies
(D) They were surrounded by the British

1 98. *(B)* Paper money issued by Congress during the Revolutionary War became practically worthless because it:
(A) Wore out before metal money
(B) Was backed only by the credit of the government
(C) Was declared illegal by England
(D) Was too scarce

1 99. *(C)* Why was the government of the United States handicapped by inadequate financial resources during the Revolution?
(A) The colonists were in debt to English merchants
(B) France refused to lend money
(C) Congress was unable to levy taxes directly on the people
(D) Congress refused to print enough paper money

3 100. *(C)* The battle of Saratoga was important because:
(A) The British surrender there ended the war
(B) It was the longest battle of the war
(C) It helped the French decide to aid the colonists
(D) Benedict Arnold became a traitor during the battle

1 101. *(D)* Which of the following is a reason the American colonists were victorious over England?
(A) They had better equipment
(B) There was too much opposition to the King in Parliament
(C) The English navy was weaker than the American navy
(D) The French gave the Americans men and arms

2 102. *(D)* All of the following are foreign military leaders who helped the colonial cause in the American Revolution *except:*
(A) Marquis de Lafayette
(B) Baron de Kalb
(C) Count Pulaski
(D) Marquis de Montcalm

1 103. *(D)* The French participated in the American Revolution primarily because:
(A) They loved democracy
(B) Napoleon thought highly of Jefferson
(C) The United States promised to help France regain Louisiana
(D) The French wanted revenge on the English

2 104. *(B)* During the Revolutionary War, the British troops moved into the South because:
(A) They needed the cotton the South produced
(B) They felt more people would be loyal to the King there
(C) Washington was forcing them to retreat in that direction
(D) They expected help from the Spanish

Match the quotations in *questions 105-107* with the following men:

(A) Richard Henry Lee
(B) Patrick Henry
(C) Nathan Hale
(D) Benjamin Franklin

1 105. *(C)* "I regret that I have but one life to give for my country."

2 106. *(B)* "If this be treason, make the most of it."

3 107. *(D)* "We must all hang together, or assuredly we shall all hang separately."

2 108. *(C)* The French and Indian War was part of a larger war fought between the:
(A) French and the Indians
(B) Indians and the colonies
(C) French and the English
(D) English and the Indians

3 109. *(B)* Which of the following came last?
(A) Declaration of Independence
(B) The battle of Saratoga
(C) Lexington and Concord
(D) The Stamp Act

Questions 110-114 are to be answered by referring to the following time periods:

(A) 1751-1760 (C) 1771-1780
(B) 1761-1770 (D) 1781-1790

4 110. *(B)* The end of the French and Indian War

3 111. *(B)* The Stamp Act

3 112. *(C)* The Battle of Saratoga

3 113. *(D)* The ratification of the Articles of Confederation

4 114. *(A)* Braddock's defeat

Questions 115-116 refer to the following passage:

First the combined army was arranged. Under Count Rochambeau's command, the French troops in complete uni-

form displayed a martial and noble appearance. Although not all in uniform, nor neat, Washington's troops exhibited an erect soldierly air, and every face beamed with satisfaction and joy.

Then the captive army advanced through the line formed for their reception. Every eye prepared to gaze on Lord Cornwallis but, pretending to be ill, he substituted General O'Hara as the leader of his army. His conquered troops marched in a disorderly manner, obviously embarrassed by defeat.

2 115. *(B)* The situation described above took place at:
(A) Saratoga
(B) Yorktown
(C) Trenton
(D) Ticonderoga

2 116. *(B)* Which of the following best identifies the war during which this event took place?
(A) The description of the place where the ceremony was held
(B) The names of the people
(C) The description of the soldiers
(D) The description of the ceremony

Questions 117-118 refer to the following passage:

The Indians applied themselves so well to the destruction that in three hours they broke up 342 chests and discharged their contents into the harbor. When the tide rose the broken chests and the tea floated from the south part of the town to Dorchester Neck, and lodged on the shores.

1 117. *(D)* The Indians taking part in the events described in this account were:
(A) Iroquois from New York colony
(B) Cherokees from Florida
(C) Unidentified Indians
(D) American colonists disguised as Indians

1 118. *(A)* Which of the following is the reason for the action described?
(A) It was a protest against an import duty on tea
(B) The ship owners were charging extremely high prices for tea
(C) The tea had spoiled in shipment and had to be destroyed
(D) The Indians wanted colonists to drink coffee from South America

D. The Articles of Confederation and the Constitution

Level of Difficulty

2 119. *(C)* Following the victory over the British in 1783, the western boundary of the United States extended to the:
(A) Appalachian Mountains
(B) Ohio River
(C) Mississippi River
(D) Rocky Mountains

2 120. *(D)* After the Revolution, the people of the United States formed a confederation of states rather than a federal union because:
(A) They feared England would invade the country again
(B) Other countries had found a federal union unsuccessful
(C) They had unsuccessfully tried a federal system during the Revolution
(D) They were suspicious of a central authority

1 121. *(B)* There was confusion in the United States following the American Revolution under the Articles of Confederation because Congress:
(A) Passed too many laws
(B) Did not have power to enforce the laws it passed
(C) Lost the faith of the people
(D) Could easily override the individual state's power

2 122. *(C)* Before the Constitution was adopted, it was sometimes difficult to carry on business between states because:
(A) The people of one state considered the products of other states to be inferior
(B) Each state was virtually self-sufficient
(C) The form and value of money was often different from state to state
(D) Congress interfered with transportation of goods across state lines

1 123. *(D)* In 1785 which of the following came closest to producing all the things he needed to live on?
(A) A wealthy farmer in the Hudson Valley
(B) A Boston merchant
(C) A plantation owner
(D) A frontier farmer

1 124. *(D)* If the four events listed below were arranged in the order in which they took place, the *third* event in the list would be:
(A) Ratification of the Constitution
(B) Adoption of the Declaration of Independence
(C) Establishment of the Confederation government
(D) Passage of the Northwest Ordinance

2 125. *(C)* The Northwest Ordinance was important because it:
(A) Abolished slavery in America
(B) Restricted the freedoms of man
(C) Established a plan for the admission of new states
(D) Gave voting rights to all adults over twenty-one

3 126. *(A)* Shays' Rebellion was based on the grievances of:
(A) Small farmers
(B) Manufacturers
(C) Southern plantation owners
(D) Merchants

1 127. *(B)* The Preamble of the Constitution indicates the:
(A) Powers of Congress
(B) Purposes of the government
(C) Organization of the government
(D) Method of electing the President

2 128. *(B)* The supreme law of the land is:
(A) Federal law
(B) The Constitution
(C) Treaties made by the federal government
(D) State law

2 129. *(A)* What did the "Great Compromise" of the Constitutional Convention provide?
(A) Representation of population in one house of Congress and of states in the other
(B) The gradual end of slavery
(C) The indirect election of the President
(D) Congressional power to place a tariff on imports but not exports

2 130. *(B)* The single most serious problem at the Constitutional Convention was the disagreement between:
(A) Northern and southern states
(B) Large and small states
(C) The frontier and the eastern seaboard
(D) Industrial and agricultural states

1 131. *(D)* Many people opposed the Constitution because they:
(A) Did not want a president
(B) Disapproved of the men who wrote it
(C) Thought the Constitution was too similar to the Articles of Confederation
(D) Feared the new government would be too powerful

3 132. *(B)* Which of the following was *not* included in the first ten Amendments to the United States Constitution?
(A) The right to a jury trial

(B) The right to vote
(C) Freedom of religion
(D) The privilege of not testifying against oneself

3 133. *(B)* What was *The Federalist?*
(A) A popular biography of Washington
(B) A series of articles supporting the Constitution
(C) A Philadelphia newspaper
(D) A play about Alexander Hamilton

3 134. *(B)* Which of the following powers did the central government have under both the Articles of Confederation and the Constitution?
(A) The power to organize courts of justice
(B) The power to declare war and make peace
(C) The power to coin money and regulate its value
(D) The power to levy taxes and to pay the expenses of the central government

3 135. *(D)* Which of the following is *not* a Constitutional requirement which must be met by a candidate for the Presidency of the United States?
(A) Must be a natural born citizen
(B) Must be at least 35
(C) Must have at least 14 years residence in the United States
(D) Must be male

2 136. *(B)* To appoint Cabinet members and ambassadors the President must have the consent of the:
(A) Supreme Court
(B) Senate
(C) House of Representatives
(D) Cabinet

2 137. *(B)* A bill may become a law without the President's signature if:
(A) The Senate committee reports it to the floor
(B) Both Houses of Congress override his veto by a two-thirds majority

(C) The conference committee adopts a compromise
(D) The Senate and the House repass the bill by a simple majority

1 138. *(A)* What is meant when the Constitution refers to interstate commerce?
(A) Trade between people or companies in two or more states
(B) Trade that is carried on inside the borders of one state
(C) Trade with foreign countries
(D) Trade which the state governments have the power to regulate

2 139. *(D)* To which of the following federal officials does the Constitution assure the longest term of office?
(A) The Secretary of State
(B) Members of the House of Representatives
(C) The President
(D) United States Senators

3 140. *(B)* Which of the following prevents a person from being held in jail without a trial?
(A) Writ of assistance
(B) Writ of habeas corpus
(C) Bill of attainder
(D) Ex post facto law

In answering *questions 141-146,* refer to the following four choices:

(A) A responsibility of the executive branch
(B) A responsibility of the legislative branch
(C) A responsibility of the judicial branch
(D) Not a responsibility of any of the three branches

3 141. *(C)* Determining when individual rights have been violated

4 142. *(A)* Nominating an American ambassador to England

3 143. *(B)* Raising or lowering income taxes

1 144. *(C)* Settling a controversy between Florida and Georgia

1 145. *(D)* Establishing the voting age

1 146. *(B)* Regulating interstate commerce

2 147. *(B)* The system of checks and balances was made part of our national government in order to prevent:
(A) The federal government from getting too much power over the states
(B) Any one branch of the government from becoming too powerful
(C) Any one political party from becoming too powerful
(D) Entanglement in foreign alliances

1 148. *(A)* The power of the President to veto a bill passed by Congress is an example of:
(A) The system of checks and balances
(B) Executive supremacy
(C) Federalism
(D) An implied presidential power

3 149. *(D)* With certain limitations, qualifications for voting are determined by:
(A) The Bill of Rights
(B) The President
(C) Congress
(D) The individual states

1 150. *(D)* To how many electoral votes is a state entitled if it has thirty representatives in the House of Representatives?
(A) 1 (C) 30
(B) 2 (D) 32

1 151. *(C)* Which of the following is a correct statement of the Constitution's division of powers between state and federal governments?
(A) It describes the powers of the states and leaves all other powers to the federal government

(B) It outlines specifically the duties of both federal and state governments
(C) It lists the broad powers of the federal government and leaves all other powers to the states or to the people
(D) It provides for both federal and state governments but leaves to the Supreme Court the decisions as to the powers of each

Questions 152-154 refer to the following quotation:

"The words 'United States' were mostly wishful thinking—especially the word 'united.' The states quarreled over taxes, boundaries, and navigation rights; they levied tariffs against one another, and many even coined and printed their own money."

3 152. *(C)* The above quotation describes the period:
(A) 1763-65 (C) 1785-87
(B) 1774-76 (D) 1794-96

2 153. *(D)* Which of the following helped to correct the situation described in the quotation?
(A) The Declaration of Independence
(B) The Articles of Confederation
(C) The Ordinance of 1787
(D) The Constitution

3 154. *(A)* The states finally solved these problems by:
(A) Giving up some power to the central government
(B) Reasserting their state sovereignty
(C) Eliminating state boundaries
(D) Establishing interstate commissions

Questions 155-159 are to be matched with the following four documents of democracy:

(A) The Constitution
(B) The Declaration of Independence
(C) The Northwest Ordinance of 1787
(D) The Articles of Confederation

3 155. *(C)* This document extended to the new territories the principle of self-government.

2 156. *(D)* This document provided that the governing body of the United States would be a congress with each state having one vote.

1 157. *(A)* In this document the stated purposes of government included the establishment of justice and the promotion of the general welfare.

2 158. *(B)* This document states our national commitment to "life, liberty, and the pursuit of happiness."

2 159. *(A)* This document was widely criticized for weakening the powers of the states.

3 160. *(C)* Congress first helped public schools in this country by:

(A) Setting up schools to train teachers
(B) Building schools
(C) Giving each state land to finance schools
(D) Hiring men to write books for schools

3 161. *(B)* All of the following quotations appear in the Constitution except:

(A) "We, the people of the United States, in order to form a more perfect Union. . ."
(B) ". . . life, liberty, and the pursuit of happiness . . ."
(C) ". . . secure the blessings of liberty to ourselves and our posterity . . ."
(D) "All persons born or naturalized in the United States . . . are citizens . . ."

3 162. *(C)* The purpose of the Northwest Ordinance was to provide for the:

(A) Construction of the National Road
(B) Elimination of the Indian menace on the frontier
(C) Governing of the United States territories
(D) Construction of the Erie Canal

E. Federalist and Republican Administrations to 1812

Level of Difficulty

2 163. *(C)* Which of the following provided the greatest stimulus for the American two-party system?
(A) The constitutional powers of Congress
(B) The Bill of Rights
(C) Differences between Jefferson and Hamilton
(D) The agricultural policies of Congress

2 164. *(D)* Political parties are vital to a democracy because they:
(A) Enable everyone to belong to a party organization
(B) Insure that the truth comes out in an election campaign
(C) Raise campaign funds
(D) Support candidates who provide alternative possibilities as leaders

2 165. *(A)* The major reason for a protective tariff is to:
(A) Help the nation's manufacturers
(B) Make goods cheaper for the consumer
(C) Encourage world trade
(D) Assist foreign manufacturers

1 166. *(B)* The first ten amendments to the Constitution guaranteed to people the right to:
(A) Disobey a law with which they disagreed
(B) Freedom of speech and peaceable assembly
(C) Vote regardless of property ownership
(D) Change the government by amendment

4 167. *(C)* On which of the following points did Alexander Hamilton and Thomas Jefferson agree?
(A) The central government must be more powerful than the states
(B) The wealthy few must rule the many

(C) The capital of the new nation should be located at Washington
(D) Manufacturing was more important than agriculture

3 168. *(B)* Which of the following was *not* a part of Alexander Hamilton's financial program?
(A) All debts to foreign countries should be paid in full
(B) An income tax should be established
(C) The national government should pay Revolutionary War debts
(D) A national bank should be established

3 169. *(C)* Which of the following was *not* included in the policies of the Federalist Party?
(A) Establishment of a National Bank
(B) Expansion of the authority of the central government
(C) A program of federal farm loans
(D) Encouragement of manufacturing and commerce

3 170. *(D)* Of the following, who was most influential in establishing the nation's financial credit?
(A) Thomas Jefferson
(B) James Madison
(C) John Adams
(D) Alexander Hamilton

3 171. *(B)* Which of the following does *not* apply to the Federalist Party?
(A) It was more pro-British in its foreign policy than the Republicans
(B) It supported a strict interpretation of the Constitution
(C) Its prestige was damaged by the Alien and Sedition laws
(D) It was responsible for the first organization of the executive branch of the government

1 172. *(B)* Which of the following statements about the beginning of political parties is the most accurate?
(A) Washington asked the people to join political parties
(B) Political parties developed as people began to take sides with Jefferson and Hamilton
(C) The Constitution provided for two parties
(D) Political parties did not become important until Monroe became President

3 173. *(D)* The Federalists believed that because of the "necessary and proper" clause, Congress could exercise powers which were:
(A) Concurrent with those of the Supreme Court
(B) Delegated to the President
(C) Reserved to the states
(D) Implied in the Constitution

3 174. *(B)* The United States gained the right to use the port of New Orleans by signing a treaty with:
(A) Britain
(B) Spain
(C) France
(D) Portugal

2 175. *(B)* The Jay Treaty was unpopular in the United States because the British failed to:
(A) Return the forts of the Northwest
(B) Stop impressing American sailors
(C) Sell Canada to the United States
(D) Stop selling guns to the Indians

Questions 176-178 match Washington's Cabinet officials with their position.
(A) Secretary of State
(B) Secretary of Treasury
(C) Secretary of War
(D) Attorney General

2 176. *(B)* Alexander Hamilton

2 177. *(A)* Thomas Jefferson

3 178. *(C)* Henry Knox

1 179. *(C)* The major significance of the Whiskey Rebellion was that it:
(A) Caused much bloodshed and loss of life
(B) Dragged on for many years
(C) Showed that the federal government could and would keep order
(D) Proved that poor farmers could not influence the government

3 180. *(C)* Which of the following did Washington's Farewell Address warn against?
(A) A strong national government
(B) High taxes
(C) Political parties
(D) Too strong an army

3 181. *(A)* The statement "millions for defense but not one cent for tribute" referred to the:
(A) XYZ Affair
(B) Trent Affair
(C) Whisky Rebellion
(D) Impressment of American seamen

2 182. *(B)* The Alien and Sedition Acts were an attempt of the Federalist administration to:
(A) Discourage British immigration
(B) Suppress criticism of the government
(C) Tax liquor and imported goods heavily
(D) Protect the United States from propaganda by France or England

2 183. *(C)* The modern Democratic Party traces its ancestry back to:
(A) The Whigs of the Revolutionary period
(B) The Tories of the Revolutionary period
(C) Jefferson's Republican Party
(D) Hamilton's Federalist Party

2 184. *(D)* "Although we are from the same state, I would rather die than see him become President."

The above statement would most likely have been made by:

(A) George Washington, with regard to Thomas Jefferson
(B) Thomas Jefferson, with regard to James Madison
(C) James Madison, with regard to James Monroe
(D) Alexander Hamilton, with regard to Aaron Burr

3 185. *(D)* The Supreme Court's power to declare a law of Congress unconstitutional was:

(A) Authorized by the eleventh amendment to the Constitution
(B) Specifically required by the provisions of the original Constitution
(C) A by-product of the Alien and Sedition Acts
(D) First used by Chief Justice Marshall in Marbury *v.* Madison

1 186. *(B)* The Louisiana Purchase was important because it:

(A) Made the United States the most powerful nation of the world
(B) Approximately doubled the size of the United States
(C) Forced Spain out of the New World
(D) Helped to enforce the Monroe Doctrine

1 187. *(D)* How would a typical Ohio farmer probably have reacted to the Louisiana Purchase?

(A) He would have opposed it, because the United States did not need any more territory
(B) He would have favored it because it made possible a new source of revenue
(C) He would have favored it because it gave the United States added protection from the Spaniards in Florida
(D) He would have favored it because it assured the United States of the right to use the Mississippi

2 188. *(A)* The Embargo Act before the War of 1812 did the most damage to which of the following?
(A) American shipping
(B) British shipping
(C) French shipping
(D) The shipping of European neutrals

Questions 189-190 refer to the following map:

2 189. *(C)* The territory of the United States was approximately doubled by the addition of area(s):
(A) 1 and 2 (C) 4
(B) 2 and 5 (D) 5

3 190. *(A)* In which area did the Lewis and Clark expedition reach its westernmost extent?
(A) 1 (C) 3
(B) 2 (D) 4

F. The War of 1812, the Monroe Doctrine, and the Jackson Era

Level of Difficulty

2 191. *(A)* Which of the following was *not* a reason for the United States' going to war against Britain in 1812?
(A) The desire of the United States to help France
(B) The hope of the United States to gain additional territory
(C) Damages to United States shipping by the British blockade
(D) Impressment of United States seamen

4 192. *(A)* Of the following, which best explains why the United States fought Britain instead of France in 1812?
(A) American expansionists desired Canada
(B) American public opinion supported Napoleon
(C) France was not seizing American ships
(D) The United States feared invasion by Britain

1 193. *(B)* When an American seaman was "impressed" he was:
(A) Hanged from the yard arm
(B) Forced to serve in the British Navy
(C) Rescued from a shipwreck
(D) Pardoned for his crimes at sea

4 194. *(A)* During the War of 1812 the states that talked about seceding from the Union were the:
(A) New England states
(B) Middle Atlantic states
(C) Southern states
(D) Far western states

3 196. *(A)* The Revolutionary War and the War of 1812 were similar because in both:
(A) England was also fighting France
(B) American troops were better equipped than the enemy
(C) Americans were generally opposed to the war
(D) Naval warfare played a minor part

1 197. *(A)* Which of the following statements about the War of 1812 is correct?
(A) The British burned Washington
(B) The United States gained control of large parts of Canada
(C) The defeat of the British at New Orleans affected the outcome of the war
(D) American ships were unable to win any engagements with British ships

1 198. *(A)* John Paul Jones distinguished himself as:
(A) A naval hero of the War of 1812
(B) A hero at the Battle of Bunker Hill
(C) Commander during the Battle of New Orleans
(D) A general at Yorktown

2 199. *(A)* Which of the following was a result of the War of 1812?
(A) The United States gained prestige among other nations
(B) The United States acquired new territories
(C) The United States developed a powerful standing army
(D) The United States established its naval superiority over England

2 200. *(B)* Which of the following events associated with the War of 1812 was the last to occur?
(A) Perry's victory on Lake Erie
(B) The battle of New Orleans
(C) The burning of Washington
(D) An invasion of Canada

3 201. *(C)* Which of the following was a result of the War of 1812?
(A) The annexation of Canada by the United States
(B) The Louisiana Purchase
(C) An increase in American nationalism
(D) The collapse of American shipping

2 202. *(B)* The United States acquired East and West Florida by:
(A) Purchase from France
(B) Purchase from Spain
(C) The treaty ending the War of 1812
(D) A vote taken by the residents of Florida

Questions 203-206 are based on the following quotation.

"The time for acquiring new colonies in the Americas has passed. The United States has not, and will not take part in the internal affairs of Europe. The United States will regard as unfriendly acts all attempts by European nations to force any country in the Americas to accept the rule of a king."

1 203. *(D)* The quotation summarizes a message to Congress made by President:
(A) John Quincy Adams
(B) Andrew Jackson
(C) James Madison
(D) James Monroe

3 204. *(B)* One reason for the issuance of such a strong statement was the extension of settlements along the Pacific coast by:
(A) England
(B) Russia
(C) Spain
(D) Portugal

2 205. *(D)* The declaration summarized above was designed to discourage which of the following from regaining its New World colonies?
(A) England
(B) Portugal
(C) France
(D) Spain

3 206. *(C)* This message was sent by the President to Congress between:
(A) The Revolutionary War and 1800
(B) 1801 and 1815
(C) 1816 and 1830
(D) 1831 and 1845

3 207. *(B)* Which of the following ideas was *not* contained in the Monroe Doctrine?

(A) The western hemisphere is closed to any further European colonization

(B) The United States will assist any colony in the western hemisphere seeking independence

(C) The United States will consider it an unfriendly act if any European state interferes with existing Latin American nations

(D) The United States reaffirms its policy of non-interference in European affairs

3 208. *(D)* Which of the following would have been permitted if the Monroe Doctrine were enforced?

(A) Britain taking over the collection of customs duties in Colombia

(B) Portugal extending her colony to include Bolivia

(C) The United States forcing France out of an existing South American colony

(D) A revolution in a South American colony overthrowing Spanish rule

3 209. *(B)* Which of the following best summarizes Andrew Jackson's attitude toward the spoils system?

(A) Civil service laws should be strengthened

(B) Rotation in office should be encouraged

(C) It should be eliminated

(D) Only highly educated persons should hold government positions

3 210. *(D)* Which of the following statements best expresses the state's rights point of view before 1850?

(A) Each state should be completely independent

(B) The South should break away from the North

(C) The states should have only those powers given them in the Constitution

(D) The state should have all the powers not definitely given by the Constitution to the federal government

2 211. *(D)* The theory of nullification stated that:
(A) The Supreme Court had the power to declare federal laws unconstitutional
(B) The President could veto any proposed amendment to the Constitution
(C) Three-fourths of the states had to approve all constitutional amendments
(D) States had the right to set aside laws passed by Congress

3 212. *(C)* Which of the following would *not* be considered a part of Jacksonian Democracy?
(A) The spoils system
(B) The defeat of the National Bank
(C) The right of a state to secede
(D) A strong federal executive branch

3 213. *(A)* President Andrew Jackson opposed the Bank of the United States primarily because he believed it:
(A) Gave too much power to Eastern bankers
(B) Was losing money for the federal government
(C) Charged business men high rates of interest
(D) Refused to loan money to Southern planters

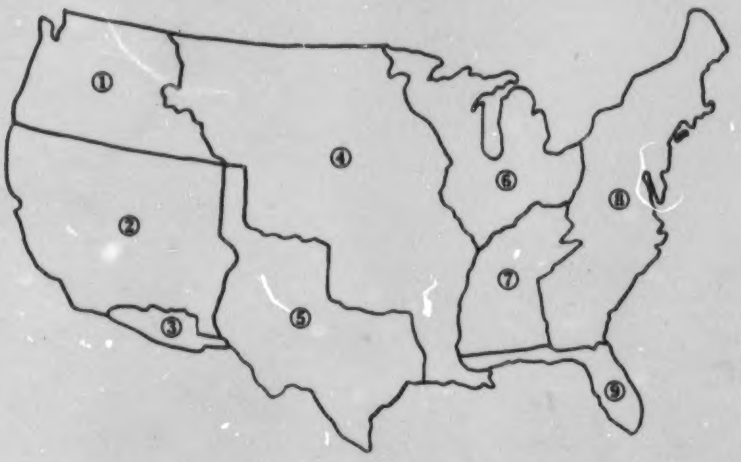
4 214. *(C)* A sectional issue which united the South and the West against the Northeast was:
(A) The extension of slavery
(B) The government's immigration policies
(C) Opposition to the second Bank of the United States
(D) Internal improvements at federal expense

1 215. *(D)* Under the spoils system men are appointed to public offices because of their:
(A) Natural ability
(B) Success on civil service tests
(C) Experience in office
(D) Support for the winning party

2 216. *(C)* How did nineteenth century Americans justify the use of tax money to pay for schools?

(A) All citizens have children; therefore, everyone should help support schools
(B) More tax money is collected than can be spent
(C) A democracy must have educated citizens if it is to function successfully
(D) All people should be willing to give money to a worthwhile cause

Questions 217-218 refer to the following map:



3 217. *(C)* The most decisive naval battle of the War of 1812 was fought in waters bordered by areas:

(A) 1 and 2 (C) 6 and 8
(B) 4 and 5 (D) 8 and 9

2 218. *(D)* Which area did Andrew Jackson invade, much to the embarrassment of President Monroe?

(A) 2 (C) 7
(B) 5 (D) 9

G. Westward Movement and Sectionalism

Level of Difficulty

1 219. *(C)* Plantation owners of the Old South moved westward in order to:
(A) Obtain a better water supply
(B) Be near textile factories
(C) Get fertile land
(D) Get cheap labor

2 220. *(B)* The western frontier contributed to American democracy by:
(A) Establishing first public elementary school system
(B) Serving as a symbol of economic opportunity and political equality
(C) Supporting the Federalist party after it declined in the East
(D) Opposing government involvement in internal improvements

2 221. *(D)* Which of the following had the greatest influence in encouraging people to settle west of the Mississippi?
(A) The Panic of 1837
(B) The abolition of slavery
(C) The invention of the reaper
(D) The Homestead Act of 1862

3 222. *(C)* Of the following which had the *least* influence on the westward expansion of the United States?
(A) The Homestead acts
(B) Railroad building
(C) The invention of the telegraph
(D) The discovery of gold in California

2 223. *(A)* "The settlement of most of our western territories and their admission as states usually followed a common slow-moving pattern. First came the trapper and hunter, followed by the pioneer farmer. Then came the business man and the rise of towns."

Which of the following states differed most from the above pattern?
(A) California
(B) Kentucky
(C) Missouri
(D) North Dakota

3 224. *(B)* Which of the following events happened last?
(A) The opening of the Erie Canal
(B) The completion of the transcontinental railway
(C) The building of the first clipper ship
(D) The opening of the first toll road in America

1 225. *(C)* In its expansion from the Atlantic Ocean to the Pacific Ocean, the United States acquired territory from:
(A) France, Italy, and Spain
(B) Mexico, Germany, and France
(C) France, Spain, and Mexico
(D) Mexico, Cuba, and France

3 226. *(B)* In the early 1800's, which of the following areas would Americans most likely have in mind when talking about the West?
(A) The Appalachian Mountains
(B) Land between the Appalachian Mountains and the Mississippi River
(C) Land between the Mississippi and the Rocky Mountains
(D) The Pacific Coast

1 227. *(A)* Which of the following contributed most to ending the canal building era?
(A) The building of the railroads
(B) The improvement of toll roads
(C) A better design for freight wagons
(D) The opening of the Mississippi River by the Louisiana Purchase

2 228. *(C)* About 1820, which of these proposals would a frontiersman be likely to favor?

(A) Cheap land and high tariffs
(B) Better transportation and a Department of Agriculture
(C) Cheap land and improved transportation
(D) High tariffs and a national bank

3 229. *(C)* The first road built by the United States government to aid settlers going west was the:

(A) Santa Fe Road
(B) Wilderness Road
(C) Cumberland Road
(D) Oregon Trail

3 230. *(D)* Which of the following presidents did the most to expand the territory of the United States?

(A) Madison
(B) Jackson
(C) Harrison
(D) Polk

3 231. *(D)* The Mexican War was supported most strongly by the:

(A) Whig Party
(B) Abolitionists
(C) Congressmen from New England
(D) Southern slaveholders

2 232. *(C)* The United States made the Gadsden Purchase because:

(A) Of its much-needed water supply
(B) It contained valuable mineral deposits
(C) Of its use in building a transcontinental railroad
(D) Its occupants wanted to be part of the United States

3 223. *(A)* The first Americans to settle in the Oregon territory were:
(A) Missionaries
(B) Gold miners
(C) Farmers
(D) Adventurers

3 234. *(A)* The route of the Oregon Trail followed parts of all of the following rivers *except* the:
(A) Arkansas
(B) Columbia
(C) Snake
(D) Platte

1 235. *(B)* Which of the following moved westward primarily to obtain religious freedom?
(A) Forty-niners
(B) Mormons
(C) Free-Soilers
(D) Anglicans

2 236. *(B)* Vigilance committees were established in California after 1849 to:
(A) Keep foreigners out of the gold fields
(B) Reestablish law and order
(C) Prevent the Spanish from revolting
(D) Prevent an invasion by a foreign power

2 237. *(B)* The correct order in which the United States acquired new territory was:
(A) Louisiana, Texas, Florida
(B) Louisiana, Florida, Texas
(C) Florida, Louisiana, Texas
(D) Texas, Florida, Louisiana

Questions 238-247 refer to the following map.

2 238. *(A)* A treaty with Great Britain in 1846 assured United States possession of area:
(A) 1 (C) 4
(B) 2 (D) 5

3 239. *(A)* The names of John Jacob Astor, Marcus Whitman, and Captain Robert Gray are associated with the history of area:
(A) 1 (C) 7
(B) 5 (D) 9

1 240. *(D)* The area acquired by purchase from Spain in 1819 is:
(A) 2 (C) 7
(B) 3 (D) 9

2 241. *(B)* The Northwest Ordinance of 1787 excluded slavery from area:
(A) 5 (C) 7
(B) 6 (D) 9

2 242. *(C)* Lewis and Clark were assigned to explore area:
(A) 2 (C) 4
(B) 3 (D) 6

2 243. *(D)* The peace treaty ending the Revolutionary War established the boundaries of the United States at the western boundary of area (s):
(A) 8 (C) 4 and 5
(B) 1 and 2 (D) 6 and 7

1 244. *(A)* "54° 40′ or Fight!" was a battlecry associated with area:
(A) 1 (C) 5
(B) 4 (D) 6

2 245. *(A)* Which area was acquired by the peace treaty that ended the Mexican War?
(A) 2 (C) 5
(B) 3 (D) 9

3 246. *(C)* Providing a railroad route to the west coast was the major reason for acquiring area:
(A) 1 (C) 3
(B) 2 (D) 5

2 247. *(C)* Which area existed as an independent republic for nine years?
(A) 1 (C) 5
(B) 2 (D) 7

4 248. *(B)* Which of the following was the most immediate effect of the industrial revolution in the United States?
(A) A decrease in child labor
(B) A greater gulf between workers and owners
(C) A more equal division of wealth
(D) The increased importance of the domestic system

1 249. *(B)* Which of the following is a reason why New England was the first American region to develop manufacturing?
(A) The fertile soil could supply large cities with food

(B) Water power was inexpensive
(C) It had many engineering schools
(D) It had many inventors with capital to start new industries

1 250. *(C)* Early mills in New England were built where:
(A) Labor was plentiful
(B) Good roads existed
(C) Water power was available
(D) The demand for cloth was greatest

1 251. *(D)* Eli Whitney enabled the South to grow and sell much more cotton than before by:
(A) Developing improved machines for spinning threads and weaving cloth
(B) Introducing steam power to run machines
(C) Making share-cropping popular
(D) Developing a machine to remove seeds from cotton

2 252. *(C)* Of the following, which best explains why slavery did not flourish in the North?
(A) No slaves were brought there
(B) The people had strong moral convictions against slavery
(C) Slavery was unprofitable
(D) Slaves refused to stay in the North

2 253. *(C)* A tariff was used by the United States in the first half of the nineteenth century to:
(A) Increase foreign trade
(B) Tax exports
(C) Protect new manufacturing enterprises
(D) Lower the costs of imported goods

1 254. *(A)* Tobacco and cotton have been major crops in the South rather than in other parts of the country because of its:
(A) Soil and climate
(B) Large plantations
(C) Industrious farmers
(D) Lack of hills

1 255. *(B)* Which of the following correctly states a change which occurred in the United States between 1800 and 1850?

(A) A smaller percentage of Northerners was engaged in manufacturing
(B) The number of slaves in the South increased
(C) A larger percentage of New Englanders lost the right to vote
(D) The nation's area decreased slightly

1 256. *(D)* During the period 1820 to 1860, the chief question raised in Congress when a territory applied for statehood was whether the territory:

(A) Favored a high protective tariff
(B) Agreed with the ideas of Manifest Destiny
(C) Believed in the states' rights doctrine
(D) Would allow slavery

2 257. *(C)* The dispute over Missouri's admission to the Union in 1820 was concerned chiefly with:

(A) The evils of slavery
(B) Quieting the abolitionists
(C) The balance of free and slave states
(D) Abolishing slavery in the south

2 258. *(A)* Why did the desire of California to become a state cause a quarrel in Congress?

(A) If California became a state, it meant that there would be more free states than slave states in the Union
(B) If California became a state, it meant that there would be more slave states than free states in the Union
(C) Many Congressmen felt that California was too far away from the other states to become a part of the Union
(D) If California became a state, it meant that there would be an equal number of free states and slave states

2 259. *(B)* What would an anti-slavery New England farmer of the 1850's probably have thought of the Kansas-Nebraska Act?
(A) He would have favored it because the people could decide for themselves whether or not they wanted slavery
(B) He would have been against it because it made the existence of slavery possible in the new territory
(C) He would have been for it because it opened new territory for settlement
(D) He would have been against it because the government was cheating Indians out of land which belonged to them

2 260. *(A)* Which group did *not* favor the homestead bills proposed in Congress during the 1850's?
(A) Southern plantation owners
(B) Northeastern congressmen
(C) The Free Soil Party
(D) Labor unions

2 261. *(A)* Permitting the people of a territory to decide whether or not they wanted slavery was known as:
(A) Popular sovereignty
(B) States' rights
(C) Eminent domain
(D) Abolitionism

2 262. *(C)* The Dred Scott decision extended the territory open to slavery because it:
(A) Upheld the Missouri Compromise
(B) Upheld the Compromise of 1850
(C) Said slaves could be taken anywhere
(D) Favored popular sovereignty

Questions 263-268 refer to the following discussion:

Speaker I: Any state should be able to decide for itself whether a federal law is constitutional or not. If the law seems unconstitutional, the state should not feel compelled to obey that law.

Speaker II: That doctrine of nullification is downright revolutionary. It will divide the Union. Liberty and Union cannot be separated.

Speaker III: We must preserve our Federal Union at all costs. The armed forces should be used if necessary to stop nullification or withdrawal from the Union.

Speaker IV: There must be some compromise possible. Surely a way can be found to change any law so offensive that a state would threaten nullification or secession.

2 263. *(A)* A typical Southern attitude just before the Civil War is given by
(A) I (C) III
(B) II (D) IV

2 264. *(D)* Henry Clay might have spoken the words used by Speaker
(A) I (C) III
(B) II (D) IV

2 265. *(C)* Which speaker most clearly expresses the feelings of President Jackson?
(A) I (C) III
(B) II (D) IV

4 266. *(A)* Which speaker's viewpoint is most similar to that expressed in the Virginia and Kentucky Resolutions?
(A) I (C) III
(B) II (D) IV

3 267. *(B)* In the 1830's the above discussion most probably related to the question of:
(A) Admitting a state to the Union
(B) The tariff
(C) Entering a war
(D) Internal improvements

1 268. *(C)* The issue discussed was finally decided by the:
(A) Compromise of 1850
(B) Mexican War
(C) Civil War
(D) Dred Scott Decision

4 269. *(B)* Which of the following maintained that the Union was more than a mere compact of states?
(A) The Kentucky and Virginia Resolutions
(B) Webster's reply to Hayne
(C) The report of the Hartford Convention
(D) The South Carolina Exposition and Protest

2 270. *(B)* The New England states considered withdrawing from the Union:
(A) When Abraham Lincoln was elected to the presidency
(B) During the War of 1812
(C) When Jackson was elected to the presidency
(D) When Texas was admitted to the Union

4 271. *(C)* Which of the following was the primary cause of war between the United States and Mexico?
(A) The Mexican attack on San Antonio
(B) Mexico's desire to encourage slavery
(C) United States support of Texas in claiming the Rio Grande boundary
(D) Mexico's refusal to recognize Texas as an independent nation

1 272. *(D)* Which of the following was the last to influence American transportation?
(A) Steamboat
(B) Canal boat
(C) Turnpikes
(D) Railroads

H. Civil War and Reconstruction

Level of Difficulty

2 273. *(B)* Which of the following movements did most to intensify sectional differences in the United States?
(A) Women's rights
(B) Abolition

(C) Public education
(D) Prohibition

2 274. *(C)* Abolitionists were people who:
(A) Owned plantations
(B) Wanted slaves returned to Africa
(C) Thought slavery should be wiped out immediately
(D) Said slaves could be taken into new territories

2 275. *(D)* Of the following, who was *not* an Abolitionist?
(A) John Brown
(B) William Lloyd Garrison
(C) Harriet Beecher Stowe
(D) Abraham Lincoln

Questions 276-282 refer to the following viewpoints on slavery in the 1850's.

I. "There has never yet existed a wealthy and civilized society in which one portion of the community did not in fact live on the labor of the other."

II. "God's law made man free and God's law is 'a higher law' than the Constitution of the United States."

III. "I believe the people living in a particular area should settle questions like slavery for themselves."

IV. "Although I dislike slavery it is not up to the government to destroy it. I am against the extension of slavery into the territories. The Union means more to me than anything else."

3 276. *(C)* Which view is most closely identified with Stephen A. Douglas?
(A) I (C) III
(B) II (D) IV

3 277. *(B)* Which view might have been presented by William H. Seward?
(A) I (C) III
(B) II (D) IV

2 278. *(D)* Which view is closest to that of Abraham Lincoln?
(A) I (C) III
(B) II (D) IV

3 279. *(A)* Which view might have been presented by John C. Calhoun?
(A) I (C) III
(B) II (D) IV

2 280. *(C)* Which view is most similar to the idea of popular sovereignty?
(A) I (C) III
(B) II (D) IV

3 281. *(A)* Which views represent the most extreme positions on this issue?
(A) I and II (C) II and III
(B) I and III (D) III and IV

3 282. *(C)* "Bleeding Kansas" was the most direct result of viewpoint:
(A) I (C) III
(B) II (D) IV

2 283. *(B)* A continuing problem of the national government from 1820 to 1860 was:
(A) Civil service reform
(B) The extension of slavery into the territories
(C) War with Great Britain
(D) The acquisition of territory in the Caribbean

4 284. *(D)* Which of the following was the primary significance of the Lincoln-Douglas debates?
(A) Douglas won the Senate seat
(B) They marked Lincoln's entrance into politics
(C) The people of Illinois elected a newcomer to the Senate
(D) Douglas lost some Democratic support in his 1860 bid for the presidency

285. *(A)* Which of the following was the most favorable to the South?
(A) Dred Scott Decision
(B) Republican Party Platform of 1860
(C) Missouri Compromise
(D) Compromise of 1850

3 286. *(B)* Which of the following events was the occasion for South Carolina leaving the Union?
(A) The passage of a new tariff law
(B) The election of Abraham Lincoln
(C) The strict fugitive slave law
(D) John Brown's Raid on Harper's Ferry

3 287. *(B)* Which of the following was a slave state that did not secede during the War Between the States?
(A) Arkansas
(B) Missouri
(C) Virginia
(D) Oklahoma

1 288. *(A)* The Confederacy was composed of all states which:
(A) Seceded from the Union
(B) Allowed slavery
(C) Were situated below the Mason-Dixon line
(D) Had voted against Lincoln in 1860

3 289. *(C)* From which of the following states were members of the same family most likely to fight on different sides in the Civil War?
(A) Alabama
(B) Massachusetts
(C) Maryland
(D) Michigan

1 290. *(A)* When the Civil War began, the South had an advantage in:
(A) Military leadership
(B) Factories
(C) Population
(D) Money

2 291. *(B)* The South believed that England would support her independence because England:
(A) Wished to destroy the power of the United States
(B) Needed Southern cotton
(C) Sympathized with revolutions
(D) Was sympathetic to slavery

1 292. *(C)* Why did Lincoln take action against the seceding states?

(A) He wanted to wipe out slavery once and for all
(B) He felt this would strengthen his position as President
(C) He felt that these states had no right to secede
(D) The North, in general, opposed slavery

2 293. *(C)* Lincoln's chief declared purpose during the Civil War was to:

(A) Punish the South
(B) Abolish slavery
(C) Preserve the Union
(D) Defeat the Democratic Party

4 294. *(A)* The main reason for Lincoln's delay in freeing the slaves was his:

(A) Fear of losing the support of the border states
(B) Fear of England's support of the South
(C) Belief that he did not have the power to do it
(D) Fear of angering the South and prolonging the war

3 295. *(A)* Which of the following was the major significance of the Emancipation Proclamation?

(A) It influenced England to remain neutral
(B) It was issued after a major Union victory
(C) It increased the number of Negroes who fled to the North
(D) It won political support for Lincoln in the South

1 296. *(C)* Lincoln's *Gettysburg Address* was an appeal to:

(A) The army to win the battle
(B) Congress to appropriate more money for the army
(C) The people to preserve the Union
(D) The South to free the slaves

2 297. *(D)* The strategy that the North followed during the Civil War included all of the following *except:*
(A) Blockade of southern ports
(B) Divide and conquer
(C) The capture of Richmond
(D) The use of blockade runners

3 298. *(C)* The battle between the Monitor and the Merrimac is important because it showed that:
(A) The blockade of the South was going to be effective
(B) The South had no chance to win on the sea
(C) Wooden ships were out of date
(D) The South could fight on the sea

2 299. *(C)* Which of the following played an important part in giving the North control of the Mississippi during the Civil War?
(A) George B. McClellan
(B) Zachary Taylor
(C) Ulysses S. Grant
(D) William T. Sherman

1 300. *(D)* During the Civil War, the South was in the best position in relation to the North with respect to:
(A) Its financial resources
(B) The size of its population
(C) Its industrial development
(D) Its military leadership

2 301. *(D)* Which of the following was the most important outcome of the Civil War?
(A) The Whig Party disappeared
(B) Southern Negro living standards improved
(C) Sectional harmony was restored
(D) The supremacy of federal government was established

2 302. *(A)* One of the economic results of the Civil War was the:
(A) Breakup of the southern plantation system
(B) Permanent decline of manufacturing in the South
(C) Permanent decline of cotton production
(D) Overthrow of carpetbag governments

1 303. *(D)* Lincoln's plan for the Southern states after the Civil War was to:
(A) Punish them for starting the war
(B) Keep them from reentering the Union
(C) Put them under military government
(D) Help them to recover and take their place in the Union

3 304. *(A)* Which of the following was a major emphasis of Congress in dealing with the South after the death of Lincoln?
(A) Recognition of the political rights of the freedmen
(B) Southern equality in the national government
(C) Economic aid to help the South recover
(D) The reestablishment of traditional southern leadership

1 305. *(B)* The men who hurried from the North after 1865 to enrich themselves in Southern politics were known as:
(A) Scalawags
(B) Carpetbaggers
(C) Abolitionists
(D) Ku Klux Klan members

3 306. *(B)* As a result of treatment received during the Reconstruction Period, the South:
(A) Formed many new political parties
(B) Strongly favored the Democrats
(C) Organized strong state militia
(D) Campaigned for civil rights laws

I. Foreign Affairs Since 1865

Level of Difficulty

Questions 307-311 refer to the following treaties.

(A) Treaty of Versailles
(B) Treaty of 1898
(C) Hay-Bunau-Varilla Treaty
(D) Briand-Kellogg Peace Pact

3 307. *(A)* Established the League of Nations

3 308. *(B)* Added territories to the United States

4 309. *(C)* Leased the Panama Canal Zone to the United States

4 310. *(A)* Was never signed by the United States

2 311. *(D)* Proposed to outlaw war without providing any means of doing so

3 312. *(B)* In return for loans to the Allies the United States obtained bases to protect its borders during World War II by:
(A) Buying them
(B) Leasing them
(C) Conquering them
(D) Receiving them as gifts

4 313. *(B)* The Roosevelt Corollary is associated with the:
(A) Principle of freedom of the seas
(B) Monroe Doctrine
(C) Truman Doctrine
(D) Open Door Policy

4 314. *(D)* The United States entered World War I on the side of the Allie[illegible]ause:
(A) Trade with the Allies was easier than trade with the Central Powers
(B) The United States disliked Germany for starting the war
(C) President Wilson wanted to obtain German colonies for the United States
(D) The Germans used unrestricted submarine warfare

3 315. *(B)* The Truman Doctrine stated that the United States should:
(A) Recognize Red China
(B) Support all free peoples who were trying to keep their freedom and independence
(C) Give foreign aid to all countries outside of the Communist bloc
(D) Keep Germany from becoming powerful enough to start another war

3 316. *(A)* Since the end of World War II, many of the colonial peoples of the world have rebelled against the European nations which governed them.
This spirit of independence is called:
(A) Nationalism
(B) Communism
(C) Colonialism
(D) Zionism

3 317. *(D)* One factor which seriously weakened the League of Nations was that:
(A) Its membership was limited to the Allies of World War I
(B) It included many types of government
(C) The idea had originated in America
(D) The United States did not join

3 318. *(A)* The chief reason for the formation of NATO was to:
(A) Provide a defense organization
(B) Promote trade relations with Latin America
(C) Check the spread of Communism in Asia
(D) Give economic help to European countries

3 319. *(D)* Which of the following organizations was created in 1948 with the purpose of promoting friendly relations and better understanding among the countries of the Western Hemisphere?
(A) UN

(B) NATO
(C) SEATO
(D) OAS

2 320. *(B)* An important reason why the United States wanted the Virgin Islands was that she wished to acquire a:
(A) Regular supply of coffee
(B) Base for the defense of the Panama Canal
(C) Site for atomic bomb experiments
(D) Source of rubber

3 321. *(B)* The tide of World War I turned in favor of the Allies when:
(A) German U-boats were no longer effective
(B) United States men and equipment entered the war
(C) Great Britain developed tanks for use in combat
(D) The German Army was badly beaten in Russia

3 322. *(C)* Which of the following was an important result of the Spanish-American War?
(A) Florida was saved from Spanish invasion
(B) The United States acquired Cuba
(C) United States influence in the Caribbean was increased
(D) Rivalry between the United States and Great Britain was increased

3 323. *(A)* The organ of the United Nations that was originally given primary responsibility for keeping world peace was the:
(A) Security Council
(B) General Assembly
(C) International Court of Justice
(D) Trusteeship Council

3 324. *(B)* The major function of UNESCO has been to:
(A) Increase world trade
(B) Expand education and world understanding
(C) Find homes for displaced persons
(D) Supervise economic aid

1 325. *(C)* The Korean War began in 1950 when:
(A) Japan tried to regain Korea
(B) Red China invaded Korea
(C) North Korea invaded South Korea
(D) The United Nations gave Korea to Japan

3 326. *(A)* The Truman Doctrine was designed to:
(A) Halt the expansion of communism
(B) Provide socialized medicine
(C) Control labor unions
(D) Combat segregation

2 327. *(C)* Which of the following were the Axis powers during World War II?
(A) Spain, Russia, Italy
(B) Britain, the United States, France
(C) Japan, Germany, Italy
(D) Japan, China, Korea

3 328. *(A)* The United States used the atom bomb on Japan primarily to:
(A) Save American lives
(B) Test its effectiveness as a weapon
(C) Destroy the Japanese Navy
(D) Prevent the Soviet Union from participating in Japan's defeat

3 329. *(B)* The United States was first recognized as a world power shortly after the:
(A) Civil War
(B) Spanish-American War
(C) World War I
(D) World War II

3 330. *(D)* Which slogan is most closely associated with Theodore Roosevelt?
(A) "Remember the Maine"
(B) "Make the world safe for democracy"
(C) "The only thing we have to fear is fear itself"
(D) "Speak softly but carry a big stick"

3 331. *(A)* By refusing to join the League of Nations, the United States was following a policy of:
(A) Isolation
(B) Imperialism
(C) Being a Good Neighbor
(D) The Open Door

3 332. *(C)* Which of the following is *not* one of Wilson's Fourteen Points?
(A) Removal of trade barriers
(B) An association of nations
(C) Large armies to prevent attack
(D) An end to secret diplomacy

2 333. *(A)* Which of these countries was a major ally of the United States throughout most of World Wars I and II?
(A) Great Britain
(B) Italy
(C) Germany
(D) Russia

2 334. *(D)* The Atlantic Charter suggested a plan for:
(A) Defeating Germany
(B) Bringing the United States into World War II
(C) Punishing Japan for bombing Pearl Harbor
(D) Establishing peace in the world

3 335. *(C)* Which of the following is an independent nation that was once a territory belonging to the United States?
(A) The Virgin Islands
(B) Cuba
(C) The Philippines
(D) Puerto Rico

3 336. *(A)* The President of the United States who did the most to start construction of the Panama Canal is:
(A) Theodore Roosevelt
(B) Woodrow Wilson
(C) William McKinley
(D) Grover Cleveland

4 337. *(D)* Which of the following United States actions or policies provides the best explanation for Latin American suspicion of us?
(A) Support of the Monroe Doctrine, which encouraged European infiltration of Latin America
(B) High tariffs, which forced Latin American nations to trade elsewhere
(C) A quota system, which limited Latin American immigration to the United States
(D) A policy of intervention which supported American business interests

4 338. *(B)* The United States Senate refused to ratify the Treaty of Versailles because:
(A) The treaty did not provide for substantial territorial gains
(B) The President refused to accept proposed changes in the League of Nations
(C) The defeated nations were treated too severely
(D) There was little hope that the treaty would work

4 339. *(B)* The most immediate cause of the Spanish-American War was:
(A) America's desire to expand
(B) The destruction of the "Maine"
(C) Mistreatment of the Cubans by the Spaniards
(D) Our sympathy for a nation struggling for independence

3 340. *(A)* Which of the following was acquired by the United States as a result of the treaty ending the Spanish-American War?
(A) The Philippine Islands
(B) Cuba
(C) The Virgin Islands
(D) Hawaii

3 341. *(B)* The Saint Lawrence Seaway enables ocean-going vessels to reach the Atlantic Ocean from the:
(A) Ohio River

(B) Great Lakes
(C) Hudson River
(D) Mississippi River

4 342. *(D)* Which of the following countries was on the side of the United States in World War I?
(A) Germany
(B) Turkey
(C) Austria-Hungary
(D) France

3 343. *(C)* A veto by one of the five permanent powers can block a decision reached by the other delegates in the United Nations':
(A) Secretariat
(B) General Assembly
(C) Security Council
(D) Trusteeship Council

3 344. *(C)* Which of the following was the main idea of the Open Door Policy of the United States?
(A) China should be opened to trade with certain European nations
(B) America's door would be open to Chinese immigration
(C) All nations should have the right to trade equally in China
(D) Japan was to be given special privileges in Manchuria

4 345. *(D)* Which of the following best describes the tariff policy followed by the United States after 1930?
(A) To have free trade with other nations from Asia
(B) To lower tariffs, particularly on products from Asia
(C) To raise tariffs, particularly on manufactured products
(D) To reduce tariffs in return for tariff reduction from other countries

4 346. *(A)* When the United States adopted the Good Neighbor Policy it gave up:
(A) The practice of armed interference in the affairs of Latin American nations
(B) The policy of making reciprocal trade agreements
(C) Its control over the Virgin Islands
(D) Leadership in the Western Hemisphere

3 347. *(A)* What policy did the United States try to pursue during the first two years of World War I?
(A) Maintenance of neutral rights on the sea
(B) Giving Britain all aid short of war
(C) Withdrawal of American merchant ships from foreign commerce
(D) Support of German objectives in Africa

3 348. *(C)* Which of the following events occurred most recently?
(A) The Japanese attack on Pearl Harbor
(B) The signing of the Atlantic Charter
(C) The organization of the United Nations
(D) The United States declaration of war against Japan

J. Domestic Affairs Since 1865

Level of Difficulty

3 349. *(B)* Which of the following was *not* a part of Franklin D. Roosevelt's New Deal?
(A) Government spending on public works
(B) Aid to the needy people in other lands
(C) Social security legislation
(D) The encouragement of labor unions

4 350. *(A)* Which of the following statements about Andrew Carnegie is *not* correct?
(A) He came from a wealthy New England family
(B) He worked for a time as a telegraph operator
(C) He became a leader in the steel business
(D) He gave millions of dollars to worthy causes

3 351. *(D)* All of the following economic activities are performed by the national government *except:*
(A) Supporting prices of certain farm products
(B) Enforcing the pure food and meat inspection laws
(C) Regulating railroad and truck rates
(D) Establishing fair prices for automobiles

3 352. *(C)* The organized labor movement in the United States was *least* pleased with the:
(A) Clayton Antitrust Act
(B) National Industrial Recovery Act
(C) Taft-Hartley Act
(D) Wagner Act

4 353. *(B)* Which statement about the Tennessee Valley Authority is *not* true?
(A) It was begun under the New Deal
(B) It was supposed to benefit the people living in Tennessee only
(C) It provided plans for flood control and electric power
(D) It provided for irrigation and soil conservation

4 354. *(B)* What did the Irish and Chinese immigrants have in common following the Civil War?
(A) Most of them settled on farms
(B) They played an important part in building the transcontinental railroad
(C) They played an important part in controlling the Indians of the plains
(D) They made excellent Army scouts

4 355. *(A)* Herbert Hoover had little chance for re-election as President in 1932 primarily because:
(A) A major depression occurred during his administration
(B) He had advocated protective tariffs
(C) He was in favor of continuing prohibition
(D) He had opposed United States entry into the League of Nations

3 356. *(D)* Which of the following was *not* a result of the Industrial Revolution?
(A) The growth of cities
(B) Higher standards of living
(C) The establishment of new industries
(D) Greater emphasis on individual craftsmanship

2 357. *(A)* The National Origins Law and the Permanent Quota Act were both concerned with:
(A) Immigration
(B) Crop quotas
(C) Labor disputes
(D) Tariffs

3 358. *(C)* The 1930's were called the "depression" years because:
(A) There was a food shortage
(B) It was the period before the war
(C) Many people were without jobs or money
(D) There was a manpower shortage

2 359. *(A)* During most of this century America's farm problem has resulted primarily from:
(A) Overproduction
(B) The high cost of machinery
(C) A lack of land for cultivation
(D) A lack of transportation facilities

3 360. *(A)* The percentage of the United States population living in cities increased rapidly after 1880 primarily because of the:
(A) Rapid growth of industry
(B) Poor soil over much of the country
(C) People's need for police protection
(D) End of the Civil War

3 361. *(D)* Since 1933, the attitude of the government toward big business can best be described as one of:

(A) Keeping "hands-off" to allow complete freedom of enterprise
(B) Encouraging mergers to form gigantic and efficient corporations
(C) Controlling of prices and the amount of production
(D) Regulating certain types of business practices

3 362. *(A)* Who mainly determines what goods and services will be provided in the American economy?
(A) Consumers
(B) Government officials
(C) Labor leaders
(D) Farmers

2 363. *(B)* Which of the following is an advantage of mass production?
(A) Small business is encouraged
(B) Production costs are low
(C) Workers know more about the final product
(D) No one company controls an entire industry

2 364. *(D)* The Taft-Hartley Act forbids which of the following?
(A) The formation of industrial unions
(B) Picketing
(C) The use of collective bargaining
(D) The closed shop

3 365. *(C)* Which of the following labor unions was the last to be organized?
(A) Knights of Labor
(B) American Federation of Labor
(C) Congress of Industrial Organizations
(D) Industrial Workers of the World

4 366. *(D)* In general, labor unions have favored:
(A) The open shop
(B) Low tariffs
(C) Unrestricted immigration
(D) Minimum wage laws

3 367. *(A)* Which of the following is most often used by a labor union to press its demands in a labor-management dispute?
(A) A strike
(B) A lockout
(C) A blacklist
(D) An appeal to arbitration

1 368. *(C)* Which of the following statements about the early American Federation of Labor is correct?
(A) It was open for membership to everyone except bankers and lawyers
(B) It was organized to include entire industries
(C) It was organized along craft lines
(D) It merged with the Knights of Labor

4 369. *(B)* More Englishmen than Japanese have had a chance of becoming American citizens because:
(A) There is no language barrier
(B) United States immigration laws have favored persons from Western Europe
(C) England was our ally during the First World War
(D) England has closer political ties to the United States

3 370. *(C)* The need for conservation of natural resources was first brought forcefully to the attention of the American people by:
(A) Grover Cleveland
(B) Woodrow Wilson
(C) Theodore Roosevelt
(D) Franklin D. Roosevelt

4 371. *(D)* Which of the following presidents had policies which were the most similar?
(A) Cleveland and McKinley
(B) McKinley and Theodore Roosevelt
(C) Woodrow Wilson and Calvin Coolidge
(D) Woodrow Wilson and Franklin Roosevelt

4 372. *(B)* The Taft-Hartley Act of 1947 is chiefly concerned with control of:
(A) Wages
(B) Strikes
(C) Work safety
(D) Hours of work

4 373. *(D)* Which of the following is a means of encouraging people to run for political office?
(A) The recall
(B) The civil service
(C) The referendum
(D) The direct primary

Questions 374-375 refer to the following passage.
"Education is a field which, under the Constitution, is reserved to the states. Therefore, we hold that the decision of the Supreme Court calling for integrated schools in states which have long maintained separate but equal facilities is in violation of the letter and spirit of the Constitution."

3 374. *(B)* In 1960 these words would most nearly have reflected the sentiments of the governor of:
(A) New York
(B) Alabama
(C) Iowa
(D) Oregon

3 375. *(C)* The above statement can most appropriately be called a:
(A) Civil rights position
(B) Federalist position
(C) States' rights position
(D) Loose construction position

2 376. *(B)* The farm depressions after the Civil War and World War I were both caused in part by:
(A) A currency supply which failed to expand easily
(B) Overproduction of farm products
(C) Insufficient transportation facilities
(D) Lack of modern farm machinery

2 377. *(B)* In which area has the farm program of the federal government been *least* successful since the 1930's?

(A) Encouraging soil conservation
(B) Preventing farm surpluses
(C) Keeping farm surpluses from the market
(D) Giving stability to farm income

4 378. *(C)* The nineteenth century immigrants who adapted most quickly to the American way of life were those from:

(A) North Africa
(B) Asia
(C) Northern and Western Europe
(D) Southern and Eastern Europe

4 379. *(D)* Which of the following best explains why Congress passed the Sherman Antitrust Act in 1890?

(A) Labor unions demanded that it be passed
(B) All of the free land for homesteading was gone
(C) Trusts were illegal according to the United States Constitution
(D) Monopolies were considered a threat to business competition

1 380. *(A)* Which of the following best defines conservation of natural resources?

(A) Using the earth's wealth wisely
(B) Using as little as possible of the earth's wealth
(C) Using only those natural products which are very plentiful
(D) Using whatever is needed of the earth's wealth

3 381. *(C)* All of the following have been the basis for amendments to the Constitution since the Civil War *except:*

(A) Collection of taxes on income
(B) Repeal of national prohibition
(C) Right of trial by jury
(D) Woman suffrage

3 382. *(D)* Which of the following inventions was *last* important in the settlement of the Great Plains?
(A) The reaper
(B) The steel plow
(C) Barbed wire
(D) The diesel engine

1 383. *(D)* Which of the following aviators was first to make a flight across the Atlantic?
(A) Samuel Langley
(B) Amelia Earhart
(C) Orville Wright
(D) Charles Lindbergh

3 384. *(A)* The area which has experienced the most rapid population increase since 1900 is:
(A) The Pacific Coast
(B) New England
(C) The Southeast
(D) The Middle Atlantic region

2 385. *(A)* A major problem of the American farmer has been that:
(A) He produces so much that farm prices tend to drop
(B) His crops spoil before they can be marketed
(C) There is little foreign need for his crops
(D) The farm bloc in Congress has been ineffective

2 386. *(D)* If the rule of supply and demand holds, the farmer will obtain the highest prices when:
(A) Both supply and demand are great
(B) Both supply and demand are low
(C) Supply is great and demand low
(D) Supply is small and demand is great

4 387. *(A)* The groups of immigrants of which it can best be said, "They built the western railroads" are the:
(A) Irish and Chinese
(B) Chinese and Japanese

(C) Germans and Irish
(D) Irish and Italians

3 388. *(A)* Which of the following is most characteristic of inflation?
(A) A sharp rise in the general price level
(B) Falling interest rates
(C) Too few jobs
(D) Too many strikes

3 389. *(B)* A decisive factor in weakening Indian strength in the West was the:
(A) Invention of barbed wire
(B) Destruction of the buffalo herds
(C) Conservation of natural resources
(D) Inter-tribal Indian wars

2 390. *(B)* Which of the following best describes why coal and iron became America's most important natural resources late in the nineteenth century?
(A) America's other minerals had been exhausted
(B) There was a need for large quantities of steel
(C) They were exported in large quantities
(D) New deposits were discovered at that time

2 391. *(C)* Which of the following was able to gain, at least for a time, the most complete control of the industry with which he was associated?
(A) Philip D. Amour
(B) Andrew Carnegie
(C) John D. Rockefeller
(D) Cornelius Vanderbilt

3 392. *(D)* The Taft-Hartley Act permits which of the following?
(A) Government storage of wheat
(B) The building of ships
(C) The merger of corporations
(D) The use of injunctions in labor disputes

2 393. *(C)* Which of the following represents a breakdown in attempts to settle disputes between employers and employees?
(A) Arbitration
(B) Mediation
(C) A strike
(D) Collective bargaining

3 394. *(D)* Labor leaders in the 1880's worked for all of the following *except:*
(A) The elimination of sweat shops
(B) Collective bargaining rights for workers
(C) An eight-hour day
(D) A guaranteed annual wage

2 395. *(B)* The first large labor union in the United States was the:
(A) American Federation of Labor
(B) Knights of Labor
(C) Committee for Industrial Organization
(D) International Workers of the World

3 396. *(A)* One of the chief reasons for creating the TVA was to:
(A) Provide for flood control
(B) Control farm surpluses
(C) Provide old age security
(D) Generate atomic energy

3 397. *(C)* One important result of the Great Depression was action by the government to:
(A) Eliminate labor unions
(B) Keep out foreign-made products
(C) Regulate the Stock Exchange
(D) Force banks to close regularly

2 398. *(A)* Which of the following is the most recent method used to secure revenue for the federal government?
(A) Income tax

(B) Excise tax
(C) Property tax
(D) Sale of public land

3 399. *(A)* The main purpose of an American protective tariff policy would be to:

(A) Lessen competition for American manufacturers
(B) Make goods cheaper for the consumer
(C) Assist foreign manufacturers
(D) Raise money for government

2 400. *(D)* Which of the following best defines the term corporation?

(A) A business owned by a single person
(B) A business with a monopoly on the sale of a product
(C) A large business
(D) A business whose owners are stockholders

2 401. *(C)* The purpose of workmen's compensation laws is to:

(A) Secure old age pensions for workers
(B) Guarantee an annual wage for workers
(C) Insure workers against injuries on the job
(D) Prevent labor union abuses

3 402. *(C)* The Supreme Court's 1954 school segregation decision was primarily concerned with an interpretation of which constitutional amendment?

(A) The First
(B) The Eighth
(C) The Fourteenth
(D) The Twentieth

2 403. *(B)* After the Civil War many people were able to establish farms in the West under the provisions of the:

(A) Kansas-Nebraska Act
(B) Homestead Act
(C) Granger Laws
(D) Morrill Act

Questions 404-405 refer to the following statement, which may have been made about 1900.

"This man's interest in reform makes him, as Governor of New York, a serious threat to the survival of our way of life. We should, at the first opportunity, see that he is placed in a position where he can be of little influence."

1 404. *(D)* The man referred to in the quotation was:
(A) William McKinley
(B) Woodrow Wilson
(C) Franklin D. Roosevelt
(D) Theodore Roosevelt

1 405. *(D)* The position referred to in the quotation is that of:
(A) Supreme Court Justice
(B) Senator
(C) Mayor of New York City
(D) Vice President

1 406. *(A)* At the time that Franklin Roosevelt said, "the only thing we have to fear is fear itself," many Americans feared the:
(A) Loss of their means of support
(B) Rising tide of dictatorships
(C) Possibility of racial disorders
(D) Possibility of another war

1 407. *(D)* Which of the following has been most effectively used by employers against labor unions?
(A) The picket line
(B) The closed shop
(C) The boycott
(D) The injunction

2 408. *(C)* The purpose of the prohibition amendment was to:
(A) Free the slaves
(B) Abolish slums
(C) Stop the sale of liquor
(D) Prevent higher taxes

1 409. *(B)* For whose benefit was the Federal Deposit Insurance Corporation (F.D.I.C.) primarily established?
(A) Insurance firms
(B) Small depositors
(C) Federal banks
(D) Manufacturing concerns

1 410. *(B)* Which of the following is a result of the other three?
(A) Division of labor
(B) Mass production
(C) Assembly line
(D) Standard-sized parts

3 411. *(C)* The right of Congress to collect an income tax was established by:
(A) The Supreme Court
(B) Presidential decree
(C) Constitutional amendment
(D) The Constitution in 1789

2 412. *(A)* The Pendleton Act of 1883, appointing government employees to office on the basis of competitive examinations, was a blow to the:
(A) Spoils system
(B) Selective service system
(C) Merit system
(D) Recruiting of professionals

2 413. *(D)* In the past one hundred years the importance of the federal government has:
(A) Decreased because our country is more prosperous and people handle more of their own affairs
(B) Decreased because the state governments carry out the responsibilities which are theirs
(C) Increased because of widespread government ownership of industry
(D) Increased because of its greater responsibilities for defense and welfare

2 414. *(B)* The most important single factor in the creation of the present national debt was the expense of:
(A) World War I
(B) World War II
(C) The Marshall Plan
(D) The New Deal

1 415. *(B)* The years 1873, 1893, and 1929, are all associated with:
(A) Major inventions
(B) Depressions
(C) Foreign wars
(D) Presidential elections

2 416. *(B)* What is the order in which the following means of communication came into common use?
(A) Telephone, telegraph, radio
(B) Telegraph, telephone, radio
(C) Telephone, radio, telegraph
(D) Telegraph, radio, telephone

2 417. *(C)* Which of the following made the least contribution to the settling of the last American frontier?
(A) The Homestead Act of 1862
(B) The completion of the transcontinental railroad
(C) An increase in tariff rates
(D) The discovery of gold in California

3 418. *(A)* Which of the following was *least* characteristic of the United States in the 1920's?
(A) An increased interest in international affairs
(B) Increased interest in national sports
(C) An increase in organized crime
(D) An expanded use of buying by credit

3 419. *(C)* Which of the following was *least* necessary in developing mass production processes?
(A) Standard parts
(B) The division of labor

(C) Inland waterways
(D) The assembly line

3 420. *(B)* Which of the following comes closest to describing President Theodore Roosevelt?
(A) He was bashful and never wanted to be President, but was pushed into the job by well-meaning friends
(B) He was a strong chief executive who was very successful in getting his programs through Congress
(C) He believed in a cooperative approach to the problems of Latin America
(D) He was mostly a military and naval man, and left most of the decisions on domestic policies to his cabinet and to Congress

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